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ABSTRACT

One of a series of resources for teaching sociology at the postsecondary level, this volume includes outlines of survey, internship, and specialized courses in the field of clinical sociology as well as a selection of classroom exercises developed by clinical sociologists. Material is divided into nine sections. Section I, an introduction, provides a definition of clinical sociology, a brief history of the field, and an overview of the Clinical Sociology Association Curriculum File Project. Section II contains outlines of nine undergraduate courses in clinical sociology. Section III contains syllabi for four graduate courses in clinical sociology offered at universities around the nation. Outlines for three practicum courses are contained in section IV. Thirteen specialized courses taught from a clinical sociology perspective are provided in section V. Examples of courses described are community conflict intervention, social network therapy, and small group dynamics. Outlines generally identify professor and university and include a course description, course objectives, required texts or assignments, and units of study. Section VI contains over 20 classroom exercises, ideas, and sample lesson plans. The remaining three sections consist of a 6-page annotated bibliography, a list of contributors, and an author index. (LP)

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American Sociological Association

Resource Materials for Teaching

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CLINICAL SOCIOLOGY COURSES: SYLLABI, EXERCISES AND ANNOTATED BIBLIOGRAPHY

Edited by

Elizabeth J. Clark
Jan M. Fritz

Issued by

Clinical Sociology Association

in cooperation with
the American Sociological Association
Teaching Resources Center

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PREFACE

We particularly would like to thank Dr. Clifford Black and Dr. David Kallen for their help as Coordinators of the Clinical Sociology Association's Curriculum File Project over the past several years. We also would like to thank Carla Howery of the American Sociological Association for initiating this cooperative project between the American Sociological Association and the Clinical Sociology Association.

Our job as Editors was eased considerably by the help of our contributors. Thanks to all of you and especially to all of those who were asked to quickly provide revisions or additional information.

While editing of these materials was kept to a minimum, editorial and stylistic changes were made. The Editors wish to accept responsibility for any errors that may appear in this volume.

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INTRODUCTION

This volume includes outlines of survey, internship and specialized courses in the field of clinical sociology. Also included here are a selection of classroom exercises developed by clinical sociologists and an annotated list of basic references.

Before beginning a review of this material, you may want to have some basic questions answered about the field. If so, the following information about the history and definition of the field and about the Clinical Sociology Association Curriculum File should be helpful. If you have further questions, please contact the Editors of this work and/or review the references listed throughout the volume.

We are pleased to have this opportunity to provide you with information about the growing field of clinical sociology and would very much like to hear your comments about the organization and contents of this volume. Please send any comments to the Editors, Dr. Elizabeth Clark (Montclair State College, Department of Health Professions, Upper Montclair, New Jersey 07043) and Dr. Jan Fritz (Georgetown University, Department of Sociology, Washington, D.C. 20057).

Additional copies of this volume may be ordered from the American Sociological Association Teaching Resources Center, 1722 N Street, N.W., Washington, D.C. 20036; (202) 833-3410.

HISTORY OF THE FIELD

Most of the survey courses in clinical sociology begin with a review of Louis Wirth's 1931 article "Clinical Sociology." The article appeared in The American Journal of Sociology and, because of its frequent use, was reprinted in 1982 in the first volume of the Clinical Sociology Review, the annual journal of the Clinical Sociology Association.

The field of clinical sociology began many years before the publication of the 1931 article (Lee, 1979; Fritz, 1984), but it is the Wirth article that has served as the base for the field's development over the last ten years.

A discussion of "clinical sociology" or the "clinical" approach appeared in publications at least every few years after the appearance of Wirth's piece. Saul Alinsky, for example, wrote about clinical criminology in 1934; Alfred McClung Lee offered a definition of clinical sociology in 1944 and, that same year, Edward McDonagh outlined his approach to clinical sociology in his article in Sociology and Social Research.

Articles continued to appear in the 1950s. Among them was Alvin Gouldner's (1956) Social Problems article in which he examined the differences between engineering and clinical sociology. In 1957 Marie Kargman discussed the clinical use of social theory in marriage counseling and James Schellenberg (1957) wrote about clinical sociology in his "Divisions of General Sociology" which appeared in the American Sociological Review.

Numerous publications appeared in the 1960s and 70s which mentioned or focused on clinical sociology (Fritz, 1984), and by the late 1970s clinical sociology presentations began to appear with regularity at sociology meetings. The earliest articles in the field may just mention Louis Wirth's 1931 article, but almost all of the work of the last ten years--the publications, presentations and course outlines--will stress the importance of the Wirth piece.

The movement for the establishment of a clinical sociology reached a new stage in 1978. A group of practitioners meeting daily during the American Sociological Association annual meeting finally decided to establish the Clinical Sociology Association. The Association now has 500 national and international

members, a state organization, a journal, a training program and certification procedures.

DEFINITION OF CLINICAL SOCIOLOGY

Clinical sociology is sociological intervention. It may be defined as the application of a sociological perspective to the analysis and design of intervention for change at any level of social organization. Clinical sociologists currently work as counselors, consultants, sociotherapists, social policy analysts, organizational development specialists, social impact analysts and conflict interventionists, to name but a few.

Central to the approach of clinical sociology is the concept of "case analysis." However, there may still be confusion regarding the level at which that analysis and subsequent intervention take place.

This confusion is based in part on Wirth's (1931) historical article on the problem personality. His paper made a strong case for the significant role that sociologists can and did play at the micro level - in the study, diagnosis and treatment of personality disorders. But Wirth based his argument on the fact that sociologists have expertise about the relationship and varying effects of social and cultural influence on behavior. He stated:

> Clinical sociology contributes knowledge not only useful in changing, reshaping, and restructuring the human personality, but also in forming and shaping those social policies necessary for dealing with probelm personalities.

While the use of the term "clinical" may seem narrow and specific, it is used in the sense that Wirth meant it and refers to various settings in which sociologists can practice (Black, 1984). It is not meant to indicate only a microsociological perspective. Instead, it is essential to recognize that the level of the clinical sociologist can be at one or more levels of focus from the individual through the societal. In fact, the translation of social theory, concepts and methods into practice requires the ability not only to recognize various levels but to move between the levels for analysis and intervention.

How do we train our students to be clinical sociologists? Glassner and Freedman (1979) present the necessary knowledge base for clinical sociologists as:

1. Theoretical grounding in historical, systems, dramaturgical, conflict and interpersonal approaches with the ability to develop and integrate alternative approaches;

2. Methodological grounding in the basic skills of looking, listening, questioning, reporting, and critical thinking and how these skills are used as methods in participant observation, survey research, interviewing and documentary analysis;

3. Substantive comprehension of ethnicity, stratification, aging, family and sex roles, social change and everyday metaphysics; and

4. Clinical practice competencies which include self-skills (i.e., empathy, genuineness), interpersonal communication skills (i.e., questioning, interpretation), and intervention skills (i.e., initiating and implementing change efforts).

It is the integration of knowledge and practice to bring about planned change that is distinctive to teaching clinical sociology.

THE CSA CURRICULUM FILE PROJECT

Clinical sociology is one of the fastest growing areas in the sociology of the eighties. In order to catalogue some of this growth and to provide information for teachers and departments, the Clinical Sociology Association established a Curriculum File about four years ago. The materials presented in this volume were selected from the Association's Curriculum File or solicited directly from CSA members. We regret that we were unable to include all of the materials contained in the File, but space limitation made this impossible.

We know that over 30 departments in this country now offer courses and programs in clinical sociology, and many others have courses which incorporate a clinical perspective. This volume provides course outlines for new, as well as for experienced, teachers, and it affords the opportunity to review a variety of clinical courses. The outlines are meant to generate ideas and to stimulate further course and program development.

The Curriculum File project is an ongoing concern of the Clinical Sociology Association. Materials submitted to the file in the future will be considered for publication in the next volume of curriculum materials in clinical sociology. Collected materials will allow for the development of model clinical courses and will be helpful in the discussion of standards for accreditation of clinical sociology programs.

If you would like to submit a course or program outline for inclusion in the CSA Curriculum File, please send two copies to:

Dr. Elizabeth Clark
Executive Officer
Clinical Sociology Association
RD2, Box 141A
Chester, NY 10918

REFERENCES

Alinsky, Saul
1934 A sociological technique in clinical criminology. Proceedings of the Sixty-fourth Annual Congress of the American Prison Association. September 17-21:167-78.

Black, Clifford
1984 Clinical sociology and criminal justice professions. Free Inquiry in Creative Sociology. 12/1:117-20.

Fritz, Jan
1984 Making Tracks: The History of Clinical Sociology. Unpublished manuscript.

Glassner, Barry and Jonathan Freedman
1979 Clinical Sociology. New York: Longman.

Gouldner, Alvin
1956 Explorations in applied social science. Social Problems. III/3(January):169-81.

Kargman, Marie W.
1957 The clinical use of social system theory in marriage counseling. Marriage and Family Living. XIX/3(August):263-69.

Lee, Alfred McClung
1944 Sociology, clinical. P. 303 in H.P. Fairchild (Ed.) Dictionary of Sociology. New York: Philosophical Library.

1979 The services of clinical sociology. American Behavioral Scientist. 23/3(March/April):487-512.

McDonagh, Edward C.
1944 An approach to clinical sociology. Sociology and Social Research. 27/5(May-June):376-83.

Schellenberg, James A.
1957 Divisions of general sociology. American Sociological Review. 22/6(December):660-63.

Wirth, Louis
1931 Clinical sociology. American Journal of Sociology. 37:49-66.

Dr. Pat See
Chapman College

CLINICAL SOCIOLOGY
(SOCIOLOGY 229/429)

COURSE DESCRIPTION

This course is designed to introduce the student to the field of clinical sociology with emphasis upon the experimental learning of skills and perspective. The interdependence and interaction of the various levels of human systems with other systems and with each other will also be emphasized.

COURSE OBJECTIVES

1. Demonstration of the historical and theoretical foundations of clinical sociology.
2. Demonstration of the application of sociological thought to diagnosis, problem solving, and intervention for positive social change. (theory and methods).
3. Provide an introduction to the student to the perspective and skills relevant to the practice of clinical sociology.
4. Provide consideration of ethical questions.

METHODS OF EVALUATION

1. Written Assignments - 50%
2. Examinations - 50%

REQUIRED TEXTS

Clinical Sociology Review, Vol. I (January, 1982).

Straus, Roger A. (Ed.) American Behavioral Scientist. Vol 22, No. 4, (March/April, 1979). Issue devoted to Clinical Sociology.

MAJOR STUDY UNITS

1. Historical development of Clinical Sociology.
2. Theoretical development of Clinical Sociology.
   A. Social ecology
   B. Psychological anthropology
   C. Symbolic interaction
   D. Systems theory

3. Methodology of Clinical Sociology: Introduction to
   A. Sociotherapy
   B. Role therapy
   C. System analysis and intervention
   D. Ethnotherapy
   E. Organizational and institutional assessment and prescription
   F. Community assessment and prescription
   G. Networking and processing
   H. Action and program evaluation
   I. Interaction process analysis
   J. Subculture analysis and intervention
   K. Sociophenomenological assessment and intervention
   L. Social movement assessment and intervention

4. Ethics in Clinical Sociology

BIBLIOGRAPHY

Brown, George and Tirril Harris, The Social Origins of Depression, New York: The Free Press (1978).

Capelle, Ronald G., Changing Human Systems, West Toronto, Canada: International Human Systems Institute (1979).

Freedman, Jonathan. "Clinical Sociology: What It Is and What It Isn't", Clinical Sociology Review, Vol. 1, (January, 1982).

Glass, John: "Renewing an Old Profession," American Behavioral Scientist (March/April, 1979).

Glassner, Barry, "Clinical Applications of Sociology in Health Care", Journal of Applied Behavioral Science, Vol. 17 (July/September, 1981).

Glassner, Barry and Jonathan Freedman, Clinical Sociology, New York: Longman, (1979).

Hurvitz, Nathan, "The Sociologist as a Marital and Family Therapist," American Behavioral Scientist (March/April, 1979).

Kaplan, Berton H., "Social Factors and Working Through," in Paul M. Roman and Harrison M. Trice (Eds.) The Sociology of Psychotherapy, New York: Jason Aronsen (1974), pp. 58-83.

Leighton, A. H. and J. M. Murphy, "Culture as Causative of Mental Disorders," Milbank Memorial Fund Quarterly, Vol. 39, (1961) pp. 341-383.

Lennard, L. and A. Bernstein, Patterns in Human Interaction: An Introduction to Clinical Sociology. San Francisco: Jossey-Bass, Inc. (1969).

Mancini, Janet K. Strategic Styles: Coping in the Inner City. Hanover, N. H.: University of New England Press (1980).

Moreno, Jonathan and Barry Glassner, "Clinical Sociology: A Social Ontology for Therapy," The American Behavioral Scientist. Vol 22, (1979), pp. 531-541.

Powers, Suzanne, "Clinical Sociological Treatment of A Chronic Slasher", Case Analysis, Vol. 1, No. 3, (Fall, 1979).

Powers, Suzanne, The Role of the Clinical Sociologist in a Multispecialty Health Facility," American Behavioral Scientist (March/April, 1979).

Straus, Roger A. "Clinical Sociology: An Idea Whose Time Has Come...Again," Sociological Practice, Vol. 3, No. 1 (Spring, 1979).

Straus, Roger A. "Doing Clinical Sociology in Behavioral Counseling: A Model Weight Management Program," Case Analysis, Vol. 1, No. 3 (Fall, 1979).

Wirth, Louis, "Clinical Sociology," American Journal of Sociology, Vol. 37, No. 1 (July, 1931) pp. 49-66.

Dr. Janet Mancini Billson
Rhode Island College

CLINICAL SOCIOLOGY
(SOCIOLOGY 350)

COURSE DESCRIPTION

This course is intended for juniors, seniors, and graduate students in the social sciences.

Clinical sociology is the application of a sociological perspective to intervention for positive social change. Clinical sociologists work as action-researchers, consultants, social policy analysts, community organizers, organizational development specialists, etc. They work with individuals, groups, families, organizations or communities. The clinical sociologist is essentially a change agent but often is a researcher or evaluator as well. Clinical sociologists use a variety of techniques or methods in facilitating change, depending on analysis of the problem and setting involved. The field's value orientation is humanistic and multidisciplinary.

This course will review the history of the field, examine the relationship between theory and practice, critically evaluate the methods used by practitioners, and discuss similarities and differences among disciplines in terms of practice. Students will be expected to analyze cases at the individual, small group, organizational, and community levels.

The course will be conducted as a working seminar with readings, discussions, some skill training, and case study analysis. Students will be expected to be active participants in all phases of the course.

REQUIRED READINGS

Cohen, Harry. Connections: Understanding Social Relationships. Iowa State University Press, 1981. (All chapters).

Mancini, Janet K. Strategic Styles: Coping in the Inner City. Hanover, NH: University of New England Press, 1980, (Chapter 1 only).

Clinical Sociology Review, Volume 1, January, 1982.

INTERNSHIP AND CLASS MEETINGS: Each student will be placed in an action-oriented internship in a community,

agency, or organizational setting. Supervision in the field by the professor will be a crucial part of the internship and will be arranged on an individual basis. Students will make regular progress reports in class, as well as a final oral presentation. Class time will be devoted to the integration of concepts and theories with field experiences.

POINTS OF EVALUATION

1. Log and file: each student must maintain a log (using the format provided) recording all contacts and field experiences on an hourly/daily basis. This will include a file of all supportive documents, reports, etc., relevant to the internship setting. The log will be reviewed every four weeks by the professor. 50%

2. Oral Presentation: each student is expected to make a final formal report on the internship. A schedule will be arranged. 30%

3. Bibliography: Each student is required to submit a working bibliography of books, articles, and other references utilized for background specific to his/her internship. This will include two sections:

   A. References in clinical sociology and sociological theory.

   B. References in the specific content area of the internship. 20%

EVALUATION CRITERIA

1. Log:

   A. Regularity and consistency of entries.

   B. Quality and thoroughness of process observations.

   C. Quality of entries under "insight" section, particularly in drawing connections with bibliography.

   D. Quality of questions raised and evidence of interplay between later and earlier entries.

2. Oral Presentation:

   A. Organization of presentation.

   B. Clarity of presentation.

   C. Ability to relate field experiences to sociological concepts, theories, and research.

   D. Ability to field questions.

   E. Depth of knowledge of content area.

3. Bibliography:

   A. Inclusion of relevant and timely sociological works.

   B. Inclusion of a wide range of relevant and timely content area literature.

   C. Evidence of general familiarity of the content of books, articles, etc. listed (can be demonstrated through annotation, meetings with instructor, on-going case conferences in class, or final oral presentation).

PROFESSIONAL RESPONSIBILITY: While in internship setting you must conduct yourself in a thoroughly professional manner, as discussed in class, and report any difficulties immediately to the instructor.

Please sign below to indicate that you have read and understood this syllabus, and that you agree to the points under "Professional Responsibility."

_____

(Signature)

SAMPLE LOG PAGE

Date Time Place Nature of Activity

Update

Comments

A. Observations (summary)

B. Insights

C. Questions Raised

Dr. Harvey Greisman
West Chester State College

CLINICAL SOCIOLOGY
(SOCIOLOGY 377)

CATALOG DESCRIPTION

Introduces the student to the theory, history, and method of clinical sociology.

COURSE OBJECTIVES

The student will develop knowledge and skills relevant to the practice of clinical sociology in private, business, government, and institutional settings. The course will cover substantive, theoretical, and ethical questions arising from the application of sociological concepts to clinical situations. The student will also receive assistance in exploring vocational alternatives for clinical sociologists.

REQUIRED TEXTS

Barry Glassner and Jonathan Freedman, Clinical Sociology, New York: Longman, 1979.

Roger Straus, ed., American Behavioral Scientist: Clinical Sociology Issue, Vol. 22, no. 4 (March/April) Reverly Hills: Sage, 1979.

Michael Maccoby, The Gamesman, New York: Simon and Schuster, 1976.

SUPPLEMENTARY READINGS

Herbert Blumer, Symbolic Interaction.

Gerald Platt and Fred Weinstein, Psychoanalytic Sociology.

Louis Wirth, "Clinical Sociology", American Journal of Sociology, Vol. 37, no. 1 (1931).

Kurt Finsterbusch, A Methodology For Social Impact Assessments.

Jonathan Moreno, Who Shall Survive? Nervous and Mental Diseases Publishing Co., 1934.

Robert Townsend, Up The Organization, Alfred A. Knopf, Inc., 1970.

Deena Weinstein, Bureaucratic Opposition.

SELECTED REFERENCES IN CLINICAL SOCIOLOGY

General:

Shostak, A., Sociology in Action. Dorsey, 1966.

Gouldner and Miller, Applied Sociology. Free Press, 1965.

Hornstein, et. al., Social Intervention. Free Press, 1971.

Treda and O'Toole, Roles for Sociologists in Service Organizations. Kent State Univ. Press, 1974.

Bennis, et. al., The Planning of Change. Holt, 1976.

Theory:

Glass and Staude, Humanistic Society. Goodyear, 1972.

Glaser and Strauss, The Discovery of Grounded Theory. Aldine, 1967.

Bateson, G., Mind and Nature. Dutton, 1979.

Watzlawick, et. al., Change. Norton, 1974.

Zurcher, The Mutable Self. Sage, 1977.

Becker, E., The Birth and Death of Meaning. Free Press, 1971.

Boguslaw, R., Systems Analysis and Social Planning. Irvington, 1980.

Lee, D., Freedom and Culture. Prentice-Hall, 1959.

Blumer, H., Symbolic Interactionism. Prentice-Hall, 1969.

Etzioni, The Active Society. Free Press, 1968.

Maslow, A., Eupsychian Management. Dorsey, 1965.

Gibb, J., Trust: A New View of Personal and Organization Development. Guild of Tutors Press, 1978.

Dr. Edward Gondolf
Indiana University
of Pennsylvania

CLINICAL SOCIOLOGY I: APPLIED THEORY AND ASSESSMENT (SOCIOLOGY 301)

PURPOSE

This course introduces students to the field of clinical sociology. Its main purpose is to promote an understanding of micro and macro sociological theory and how it is used to assess, analyze, and diagnose human problems. The course prepares students to do case work and problem solving with individuals, small groups, and organizations. It seeks to acquaint students, as well, to the broad range of professional opportunities for the clinical sociologist.

A sequel to this course, entitled "Clinical Sociology II: Intervention Methods," introduces students to strategies of intervention, such as individual counseling, group counseling, and organizational development. A third course, entitled "Social and Cultural Change," teaches about strategies for change at the community and societal change.

OBJECTIVES

The objectives of this course are as follows:

a. To acquaint students with the professional opportunities in the field of clinical sociology.

b. To develop in students a working understanding of micro and macro sociological theory, that is, how to apply theory to interpret human problems.

c. To instill assessment skills that will enable students to analyze interpersonal, group and organizational problems and prescribe appropriate interventions.

TEXTS

Barry Glassner and Jonathan Freedman, Clinical Sociology (Longman, 1979).

Harry Cohen, Connections: Understanding Social Relationships (Iowa State Univ. Press, 1981).

Jan Fritz, ed., Clinical Sociology Review, Vol. 1, 1982.

EVALUATION

Class participation	20%
Self assessment paper (3 pages)	7%
Job application letter & resume	8%
Examples of helpfulness paper (3 pages)	7%
Case study paper (3-5 pages)	8%
Personal theory paper (8-10 pages)	15%
Midterm exam	15%
Final exam	20%

COURSE OUTLINE

Week	Topic	Assignment
1	What is clinical sociology?	Glassner 1-2
2	The origins and history of sociology.	C.S.R. symposium
	The assumptions and issues of clinical sociology.	Glassner 2; Cohen 1
3	Working with institutions and agencies.	To be announced
4	Careers in clinical sociology.	To be announced
5-6	Assessment and casework.	Glassner 6 and To be announced
7	MIDTERM EXAM	
8	Structure functionalist theory functionalism general systems theory dramaturgical theory	Glassner 3; Cohen 7, 5
9	Conflict theory Marxism exchange theory labelling theory	Glassner 4; Cohen 4, 3, 6
10	Interactionist theory symbolic interactionism behaviorism ethnomethodology	Glassner 5; Cohen 2
11	Psychological theory psychosocial theory transactional analysis humanistic-existential theory	To be announced

12 PERSONAL THEORY PAPERS (class presentations)

13 Vital social factors — Glassner Part 3
- stratification
- ethnicity and race
- life cycle
- social change
- belief systems

14 FINAL EXAM

NOTE: Approximately every other week, a professional clinical sociologist will visit our class to discuss his or her profession and present a case study for us to discuss and analyze.

Dr. Alwyn Louden
Indiana University
of Pennsylvania

CLINICAL SOCIOLOGY II
(SOCIOLOGY 302)

COURSE OBJECTIVES

1. To continue where students left off in Sociology 301 in terms of being exposed to various methods, skills and theories of clinical practice on a macro level

2. To come to an understanding of what it means when it is said: "You are the tool in the helping relationship."

3. To frame a reference for clinical practice using the Life Model of Ecological Practice

4. To gain an understanding of three of the most frequently used therapies especially in the early part of one's career: role theory, reality therapy and crisis intervention

5. To be exposed to various communication and interviewing skills

6. To become knowledgeable about skills in working with individuals and groups

7. To engage in role playing of counseling cases

8. To gain some exposure in working with families

9. To be introduced to some special problems in clinical practice such as process recording, professional ethics, working with members of racial and ethnic minorities and legal aspects

METHODS

Text, handouts, class discussions and role playing

REQUIRED TEXTS

Aguilera, Donna and Janice Messick. Crisis Intervention: Theory for Psychological Emergencies. New York: New American Library, 1982.

Shulman, Lawrence. The Skills of Helping Individuals and Groups. Itasca, IL: Peacock, 1979.

EVALUATION

Three examinations at	20% each
Role Playing	15%
Class Participation	10%
Self-evaluation	15%

UNITS OF STUDY

Unit I:	You as a person and as a helper--as a tool in the helping relationship; "Who am I?" Portrait of a helper; theory of helpfulness	(4 days)
Unit II:	Life Model of Practice: Erikson's Epigentic Chart	(2 days)
	Role theory and reality therapy	(2 days)
	Crisis intervention (Aguilera's book)	(3 days)
Unit III:	Communication skills	(3 days)
	Interviewing	(1 day)
First Examination		
Unit IV:	Skills in helping the individual (Chapters 2 through 5 of Shulman)	(4 days)
	Role playing counseling cases	(10 days)
Second Examination		
Unit V:	Skills in working with groups (Chapters 6 through 14 of Shulman)	(6 days)
Unit VI:	Working with families	(4 days)
Third Examination		
Unit VII:	During the Final Examination period, we will deal with special problems	(2 hours)

Professor Greg Crosby
Marylhurst College

SOCIOLOGY AND HELPING: AN INTRODUCTION TO CLINICAL SOCIOLOGY (SOCIOLOGY 311)

COURSE OVERVIEW

Problems are always interactive, and we now know the remarkable extent to which "individual" problems usually relate to dysfunctional "social systems" such as family, work and community. The field of clinical sociology has emerged to meet the challenge of this new perspective. This course will give both the practitioner and the general student a better understanding of the contextual nature of individual mental health.

REQUIRED TEXTS

1. The Life Work Model of Social Work Practice by Germain and Gitterman. Columbia University Press, 1980.
2. Connections: Understanding Social Relationships by Cohen. Iowa State University Press, 1981.

COURSE OUTLINE

I. Introduction to Clinical Sociology

   A. Exploration of how socio-cultural processes affect behavior, attitudes and feelings
   B. Trace history of Clinical Sociology and define it

II. Application of Sociological Theories to the Counseling/Consulting Practice

   A. Symbolic interaction
   B. Exchange theory
   C. Conflict theory
   D. Labelling theory
   E. Dramaturgical theory
   F. Structural/functional perspective

III. Phases of Counseling/Consulting

   A. Initial phase
   B. Ongoing phase
   C. Ending phase

IV. Applications of Clinical Sociology to Specific Levels in Counseling/Consulting Practice

A. Individual
B. Family
C. Marital
D. Small group
E. Organizational
F. Community

REFERENCES

Books:

1. Acosta, Yamamoto and Evans. Effective Psychotherapy for Low Income and Minority Patients. Plenum, 1982.

2. Devore and Schlesinger. Ethnic-Sensitive Social Work Practice. Mosby, 1981.

3. Froland, Pancost, Chapman, and Kimboko. Helping Networks and Human Services. Sage, 1981.

4. Glassner and Freedman. Clinical Sociology. Longman, 1979.

5. Grusky and Pollner, eds. The Sociology of Mental Illness. Holt, Rinehart & Winston, 1981.

6. Block. Psychic War in Men and Women. New York University Press, 1976.

7. McGoldrick, Pearce, and Giardano, eds. Ethnicity and Family Therapy. Guilford, 1982.

8. Resnick. Changes From Within: Humanizing Social Welfare Organizations. Temple Press, 1980.

9. Robenstein and Bloch. Things That Matter: Influences on Helping Relationships. Macmillan, 1982.

10. Vace and Wittman, eds. Let Me Be Me: Special Populations and the Helping Professional. Accelerated Development, 1980.

Journals:

1. Clinical Sociology Review
2. Family Process
3. Journal of Applied Behavioral Science
4. Sociological Practice

Dr. Cyrus Stewart
Michigan State University

CLINICAL SOCIOLOGY
(SOCIOLOGY 490)

COURSE OBJECTIVES

The purpose of this course is to introduce the student to the mannaer in which sociological knowledge and expertise can be employed in selected clinical settings. Clinical sociology represents a significant refocusing and redirection of the discipline. This specialty is based on the assertion that, while many of the stresses facing the individual and the family are reflected in behavioral states of the individual, the solution to these problems often rests on the understanding and restructuring of societal and interactional networks. Moreover, many of the problems experienced by the individual in modern society are structured as part of the network of group associations.

Emphasis will be placed on the development of understanding and insight into how sociology can contribute to the alleviation of personal and interpersonal stress in a clinical setting. Special attention will be directed towards the general problem of loneliness as reflected in:

1. Depression;
2. Marital conflict and separation; and
3. Single parenthood.

Students will have the option of an external practicum in clinical sociology through which the student can observe and experience interaction in settings where clinical sociological knowledge can be utilized. The practicum will be the following term.

REQUIRED TEXTS

Maggie Scarf. Unfinished Business. Garden City, NY: Doubleday, 1980.

Robert Weiss. Marital Separation. New York: Basic Books, 1975.

Virginia Satir. Conjoint Family Therapy: A Guide to Therapy and Technique. Palo Alto, CA: Science and Behavior Books, 1964.

EVALUATION

There will be three examinations during the term, two in-class examinations and the final.

Dr. Jonathan Freedman
Syracuse University

CLINICAL SOCIOLOGY
(Graduate/Undergraduate)

COURSE DESCRIPTION

Clinical Sociology uses insights derived from immersion in sociological theories and methods as the core approach in working with groups, group members, organizations, communities, sub-cultures, and on broad societal problems. Its orientation to practice is based on the sociological imagination - the integration among a person's autobiography, his/her looking glass self, and broad social trends. This course presents clinical sociological practice in several contexts in the continuum between person and society.

TEXTS

Jan Fritz, (ed.), Clinical Sociology Review, Volume 1, 1982.

Barry Glassner and Jonathan Freedman, Clinical Sociology. New York: Longman, 1979.

Janet Mancini, Strategic Styles: Coping in the Inner City. Hanover, NH: University of New England Press, 1981. (Required for graduate students; optional for undergraduates.)

Roger Straus, Strategic Self-Hypnosis. Englewood Cliffs: Prentice-Hall, 1982.

REQUIREMENTS

Each student will enter into a learning contract with the instructor which will include the delineation of personal goals for the course, the steps the student will take to reach those goals, learning activities related to those objectives and time frames. Built into this learning contact will be a mechanism for evaluation and grade determination. Contracts can be modified only by joint agreement.

It is recommended that each student be involved in an ongoing practical project through which practical clinical sociological skills can be learned. A group project is available and will be outlined at the first class.

It is also recommended that students attend the class as it will be a mix of lectures, demonstrations, group building, and other experiences.

Dr. Harry Cohen
Iowa State University

CONTEMPORARY SOCIOLOGICAL THEORIES
(SOCIOLOGY 401)

COURSE OVERVIEW

Emphasis of the course will be on contemporary sociological theoretical perspectives and their uses for sociological research and the understanding of human and social life, relationships, organizations. An attempt will be made to show how each theoretical perspective has been and can be used for analysis of ongoing social situations, and for clinical improvement of group and personal functioning. Some early (less contemporary) theoretical perspectives will be discussed where the theories are still in contemporary use, or where they can be seen as underpinnings of contemporary theory.

COURSE REQUIREMENTS

1. The course will have high reading and expressive writing components. These are the tools of the sociological theorist's profession.

2. Class attendance and participation.

3. Three examinations will be given, including the final. Each examination will be counted as one-third of the grade.

REQUIRED TEXTS

Turner, Jonathan. The Structure of Sociological Theory, 2nd Edition. Homewood, IL: Dorsey Press, 1974.

Cohen, Harry. Connections: Understanding Social Relationships. Ames, IA: Iowa State University Press, 1981.

COURSE OUTLINE AND TOPICS

Lecture*	Topic	Reading Assignments
1, 2	I. Introduction A. The meaning of sociological theory and its uses	Cohen, Ch. 1

Lecture*	Topic	Reading Assignments
3, 4, 5, 6, 7	II. Recent Theory & Perspectives A. Symbolic Interactionism Assignment: Turn in one page of summary of the assigned reading materials. Write questions on what you do not understand and specify the pages	Cohen, Ch. 2 Turner, Pp. 305-316; 318-319; 322-336; 340-341 (table).
8, 9, 10, 11, 12	B. Exchange Theory (Bring Turner to class when requested) Assignment: See above. Do the same for exchange theory.	Cohen, Ch. 3 Turner, Pp. 198-210; 223(numbered propositions); 246-256(to end of numbered propositions); 276-277(diagram only); 278-279 (diagram only)
13, 14, 15, 16, 17	C. Conflict Theory (Bring Turner to class when requested) Assignment: (See above. Do the same for conflict theory)	Cohen, Ch. 4 Turner, Pp. 117; 118(middle)-136; 140-143(including diagram); 156 (from middle of page only); 157-172;181(diagram only).
18, 19	D. T. Parsons; Pattern Variables (Bring Turner to class)	Turner, Pp. 46-47
20, 21	E. Dramaturgical Analysis	Cohen, Ch. 5
22, 23	F. Labelling Theory, Self-fulfilling Prophecy, Thomas theorem	Cohen, Ch. 6
24, 25, 26	G. Structural-Functional Analysis and Theory	Cohen, Ch. 7 Turner, Pp. 99 (diagram); 100-102 (top)

*This is a general, not specific, listing of topics. Lectures may move ahead, or fall behind schedule, depending on audience response, and other variables. Class hours may also be devoted to class discussion and these are not listed above.

Professor Ray Kirshak
The American University

INTRODUCTION TO SOCIOLOGY

THE COURSE

The promise of this course is that it will encourage you to examine the social dimensions of situations in your life and the lives of others. We will journey together as we apply social meanings to personal, group and large scale events.

Sociology is a systematic approach to understanding our lives. We will discover that the theories, methods and intervention skills of sociologists can help us to analyze and manage our interactions with others.

As we explore the sociological perspective I am sure that you will find it intellectually stimulating and practical in any career that you decide to pursue. Social conditions do shape the way we live, so we'd be well advised to understand as much about them as possible. Once we understand the influence of social conditions on us we can change them and ourselves if we so try.

REQUIREMENTS

Two tests, two field assignments and a final exam will each count for one-fifth of the course grade.

TEXTS

Fritz, Jan, ed., Clinical Sociology Review, Volume One, 1982.

Light, Donald, Jr., and Suzanne Keller, Sociology, Third Edition, New York: Knopf, 1982.

Wrong, Dennis H. and Harry L. Gracey, eds., Readings in Introductory Sociology, Third Edition, New York: Macmillan, 1977.

OUTLINE AND READINGS

I. The Sociological Eye

The variety of perspectives in viewing, analyzing, and making our social reality.

Light & Keller (L & K) ch. 1

Wrong & Gracey (W & G) essay 1
Fritz (F), pp. 3-49

II. Socialization
How the individual forms and is formed by social conditions.

L & K, ch. 5
W & G, essay 4; 8
L & K, ch. 3, pp. 60-67

III. Social Structure
Society is the "the Whole," but it comes in parts.

L & K, ch. 4
W & G, essays 12, 41

IV. Population and Economy
What, in the last instance, conditions our lives, or: "pro and con zero growth," "bread and butter," "butter or guns," etc.

L & K, ch. 16, pp. 472-490
W & G, essays, 46, 47
L & K, ch. 11, pp. 306-317
F, pp. 93-114

V. Science and Methods in Sociology
Sociology provides the tools for dissecting what we call "society."

L & K, ch. 2

VI. Social Classes
What notions like "one big middle class," "the working class," or "the elite" really mean.

W & G, essay 14
L & K, ch. 10; ch. 12, pp. 350-357
W & G, essay 45

VII. Family, Community, City
From the "cell of society" to our dominant urban existence.

L & K, ch. 13
W & G, essay 28
L & K, ch. 17

VIII. Political System: Law, Organization and Organizations

Politics is about power, law about right; how we are organized, who does it, and how we organize.

L & K, ch. 11, pp. 304-306, 317-335
W & G, essay 50
L & K, ch. 8, pp. 207-214
W & G, essay 33

IX. Social Processes, Social Movements

From interpersonal relations to movements that (try to) change the world.

L & K, ch. 7
W & G, essay 10
L & K, ch. 18
F, pp. 59-74

X. Social Change

How societies change overall and how the globe changes.

L & K, ch. 19
W & G, essay 51
F, pp. 50-58

XI. Social Consciousness: Education and Religion

How we learn and what we believe.

L & K, ch. 14; pp. 419-433; ch. 15
W & G, essay 18

XII. Summary: The Uses of Sociology

Clinical Sociology: Conducting social interventions.

W & G, essay 19
F, pp. 115-122

Dr. N. J. Tavani
George Mason University

CLINICAL SOCIOLOGY
(SOCIOLOGY 680)

COURSE OVERVIEW

In this course, you will be involved with one of the most exciting developments in sociology - the professional emergence of Clinical Sociology. The coming of age of clinical practice in sociology reflects a development in the discipline which itself reflects a fascinating sociology of professions! While its history goes back to the 1931 Louis Wirth article in the American Journal of Sociology, its prehistory has yet to be researched and described.

Like many others, I was practicing clinical sociology before the contemporary usage of the label hit the literature. And so prior to 1931 there were sociologists doing what today we call clinical sociology.

In the course we will seek to delineate the field as it has developed up to this time. We will do this through reading, research, and hearing sociologists who in fact have practiced what we now label clinical sociology. We will attempt to present some theoretical framework and methodology.

COURSE REQUIREMENTS

You will select a concrete social entity to which you will seek to apply sociological knowledge in the diagnosis of a problem and then use sociological knowledge to assist the entity to develop toward increased effectiveness, both in regards to its internal functioning and how it relates to its environment. Given the constraints of this course, it probably will be wise to limit the social entity to nothing larger than a community or small organization - unless, the student has an inside track to a larger social system! The recommendation is to work with a micro-social system.

You are urged to keep a journal of your ongoing experience in this course. Include your observations, questions, hypotheses, connections with other knowledge, insights and relationships of theory to what is going on in the social entity on which you are focusing. This exercise should be invaluable in writing your paper and integrating what you are learning. It should also be

useful when you wish to contribute to the class discussions. The journal is for your personal use. You do not turn it in.

Oral Reports

You can expect to give at least one oral report. Depending on time, class size, number of visiting speakers, etc., the number of oral reports may go as high as three.

You will be expected to input what you are learning from the outside reading, research and practice, into the class discussions.

You may serve as consultants to each other, but the final paper must be the work solely of the individual who is submitting it for credit.

Paper

This paper can be an analysis or a case study of the social entity with which you are working. You are encouraged to make an appointment with me to discuss your work. Whenever possible show how theories relate to what you observe, to what you are doing, and to what you find. Whenever you can use references to the literature.

Keep your description succinct and give your major time to the analysis of the structure, function, problems, events, diagnoses, intervention possibilities, system responses to change, etc. Your own observations, impressions and descriptions of your role are important, valid and desirable elements in your paper. By adding theoretical material to explain observations and suggested approaches to system changes, you will enhance your paper considerably. Your paper should reflect what you learned through the experience. Document all source material.

The paper should be typewritten, double-spaced, and about 15-20 pages in length. Only content and not quantity will count for grade credit. The final paper will be simply clipped together and inserted in a plain brown envelope with your name on it. TWO copies of the final paper will be submitted. The original will be evaluated and returned. The copy will be kept and filed.

Unless you are writing a formal report for an organization, I suggest the following format.

1. A preface describing your personal role and your response to the experience with the social entity.

2. A table of contents.

3. A brief (3-8 sentence) abstract including contents, methods and conclusions. This should be single spaced and placed at the top of the first page of the paper.

4. A brief introduction of what you did, a description of the social entity, and what the reader can expect to find in the paper.

5. The body of the paper organized in a manner appropriate to your project, analysis, etc.

6. The results, conclusions and summary.

7. Give recommendations of how such an undertaking as yours could be improved, if replicated.

8. Include in appendices all material you want me to see of work you did, material referred to in the text, additional related material that could not neatly fit the text.

9. Footnotes if any.

10. References and bibliography. Use the standard journal format which includes references in the text. This avoids footnotes for this purpose.

EVALUATION

Your grade for this course will be based on

1. Participation in class sessions by the kinds of questions you raise as much as the statements you make

2. Oral reports of your case work

3. Mid-term essay examination

4. Final essay examination

5. Your paper

If any time after the 5th week I believe you are doing less than B work, I will notify you.

REQUIRED TEXTS

Books for specifically assigned readings

Clinical Sociology by Barry Glassner and Jonathan A. Freedman. Longman, 1979.
Clinical Sociology Review, Vol. 1, 1982.
Changing Human Systems, Ronald G. Capelle, International Human Systems Institute, 1979.

READINGS

SUBJECT	BOOK	PAGES
GENERAL		
What is Clinical Sociology	CS	3-22
Clinical Sociology: Origin and Development	CSR	3-6
Clinical Sociology: Its Nature and Function	CSR	23-33
Clinical Sociology: What it is and What it isn't - A Perspective	CSR	34-39
Sociology and Clinical Procedure	CSR	7-22
THEORETICAL FRAMEWORK		
Three Analogies	CS	63-84
Conflict Theories	CS	87-106
Human Action and Interaction	CS	109-133
METHODOLOGY		
Introduction to Changing Human Systems	CHS	xiii-xviii
Methodology	CS	135-162
Organizational Authority and Professional Responsibility in Clinical Sociology	CSR	115-122
VITAL SYSTEM PROPERTIES		
Vital Features	CS	167-285

SUBJECT	BOOK	PAGES
PROCEDURES - GENERAL		
Self-Help	CS	295-318
Sociometry and Sociodrama	CS	319-344
Working with Organizations	CS	345-364
Bureaucide: A Method for Organizational Disassembly	CSR	75-92
Simulation	CS	365-376
Interviewing	CS	395-405
PROCEDURES - CASE STUDIES		
The Method of Social Analyses in Change and Social Research	CSR	50-58
Clinical Sociology on the One-to-One Level	CSR	59-74
The Experience of Developing Worker Management	CSR	93-114
PROCEDURES - THEORETICAL		
Clinical Sociology and General System Theory	CHS	1-196

ADDITIONAL BIBLIOGRAPHY

Buckley, Walter
1968. Modern Systems Research For The Behavioral Scientist. Chicago, Aldine Publishing Company.

Monane, Joseph H.
1967. A Sociology Of Human Systems. New York, Appleton-Century-Crafts.

Dr. Clifford Black
North Texas State University

SEMINAR IN CLINICAL SOCIAL PSYCHOLOGY
(SOCIOLOGY 510)

PURPOSE OF COURSE

The course is designed to provide the student an opportunity to increase her/his knowledge and understanding of social psychological theory and social psychological theorists. The relationship between theory and practice in social psychology is explored. Attention is focused upon the translation of theory into practice and practice into theory. Finally, specific consideration is given to the actual application of social psychology and the practice of clinical social psychology.

GOALS AND OBJECTIVES

1. The student is expected to develop a familiarity with a broad range of social psychological theory and theorists.

2. It is anticipated that the student will review and reinforce her/his understanding of the major social psychological theories and theorists.

3. An indepth mastery of one specific theory and theorist is one of the expectations for this course.

4. The student is expected to design a model for implementing a specific social psychological theory and/or theorist in practice.

5. Demonstration, by the student, of the above mentioned model, in a specific practice setting is also required.

6. It is a final objective that the student develop an understanding of the use of social psychological theory in specific practice and clinical social psychology settings.

TEXTS

Deutsch, M. and R.M. Krauss. Theories in Social Psychology. New York: Basic Books, 1965.

Kando, T.J. Symbolic Interaction. St. Louis: Mosby, 1975.

COURSE REQUIREMENTS

1. 1/4 Paper I: A critical analysis of one major theoretical paradigm and/or theorist and the development of a practice or clinical model based upon this analysis.

2. 1/4 Mid Term

3. 1/4 Paper II: A demonstration of the use of one specific theoretical perspective (and/or theorist) and model in a specific practice setting: applied or clinical.

4. 1/4 FINAL EXAM--Comprehensive

COURSE ASSIGNMENTS

Week I. Clinical Social Psychology: The Field.

Week II. Waning Paradigms. SI: pp. 1-86.

Week III. Ascending Paradigms. SI: pp. 87-132.

Week IV. The Role of Theory in Clinical Social Psychology. TISP: pp. 1-13.

Week V. Gestalt Theory. TISP: pp. 14-36.

Week VI. Field Theory TISP: pp. 37-76.

Week VII. Reinforcement Theory. TISP: pp. 77-125.

Week VIII. Psychoanalytic Theory. TISP: pp. 126-172.

Week IX. Role Theory. TISP: pp. 173-211.

Week X. Language. SI: pp. 133-154.

Week. XI. Self. SI: pp. 155-173.

Week XII. Socialization. SI: pp. 174-206.

Week XIII. Self Concept, Identity, and Personality. SI: pp. 207-240.

Week XIV. Social Interaction. SI: pp. 241-285.

Week XV. Deviance, Conflict, and Change. SI: pp. 286-317.

Week XVI. Settings, Models, Trends, and Techniques in Clinical Social Psychology: A Summary. TISP: pp. 212-216.

Dr. Clifford Black
North Texas State University

SOCIOLOGICAL PRACTICE IN SELECTED SETTINGS
(SOCIOLOGY 526)

GOALS

This course is designed to--

1. Demonstrate historical and theoretical foundations for sociological practice: particularly clinical and counseling sociology.

2. Encourage the student to particpate in the development of theoretical support for sociological practice: particularly clinical and counseling sociology.

3. Demonstrate the application of specific models of clinical and counseling sociology to selected and specifc practice settings.

4. Encourage the student to participate in the development and application of specific models of clinical and counseling sociology to selected and specific practice settings.

5. Demonstrate the use of the models in selected settings through actual practice.

6. Enhance, through the use of models in actual practice, the student's ability to facilitate and enable the survival in society of persons seeking clinical and counseling services.

7. Enable the student to understand and differentiate the following ideas or concepts: applied sociology, policy research, evaluation research, sociological practice, clinical sociology, counseling sociology.

METHODS

1. Texts:

Glassner, Barry and Jonathan A. Freedman, Clinical Sociology. New York: Longman 1979. (CS).

Straus, Roger A. (ed.). American Behavioral Scientist. Vol. 22/No. 4. Beverly Hills: Sage Publications, 1979. (ABS).

2. Professional Papers:

Black, C.M.
"Sociological contributions to understanding and facilitating individual behavior change: counseling sociology." (a) Journal of Sociology and Social Welfare, Vol. 7, No. 5., 1980.

Black, C.M.
"Using phenomenology in counseling sociology: poetic pilgrimage." (b)

Black, C.M. and R.E. Enos
"Sociological precedents and contributions to the understanding and facilitation of individual behavior change: the case for counseling sociology." (c)

Black, C.M. and R.E. Enos
"Using phenomenology in clinical social work: a poetic pilgrimage." (d) Clinical Social Work Journal Vol. 9, No. 1, 1981.

Black, C.M.
"A phenomenological evaluation of a program in human relations for hospital supervisors." (e)

Enos, R.E.
"Symbolic interaction and transactional analysis: an outline of a comparative approach." (f)

Blair, R.B., J.H. Long and C.M. Black
"An empirical investigation of the role of the state correction officer: custodian or counselor." (g) Journal of Sociology and Social Welfare, 1982.

Black, C.M.
"Teaching sociology as counseling." (h)

Black, C.M.
"Context in counseling sociology." (i)

Black, C.M.
"Process in counseling sociology." (j)

Black, C.M.
"Work and unemployment: an analysis of attitudes expressed by unemployment counselors." (k)

Black, C.M.
"Counseling sociology in the community mental health facility." (l)

Black, C.M. and R.E. Enos
"Cultural relativity as a counseling paradigm in clinical sociology: a theory and case studies." (m) Humanity and Society: Journal of Humanistic Sociology, 1982.

Enos, R.E. and C.M. Black
"A social construction of reality model for clinical social work practice." (n) Journal of Applied Social Sciences, 1982.

3. Papers from Association of Clinical Sociologists.

4. Student Paper I: each student is asked to select a specific sociological theorist. Using this theorist: (1) provide an in-depth analysis as to how this theoretical perspective supports clinical and counseling sociology, and (2) develop one or more models based upon this theory from which to practice clinical and counseling sociology.

5. Student Paper II: each student is asked to take the theory analyzed in Student Paper I and the model (or models) developed there and demonstrate their application in one of six specific practice settings.

6. Student Log: each student is asked to maintain a weekly log in which are recorded perceptions of sociological practice, and in particular clinical and counseling sociology, what it is, what it does, what it could do--any other pertinent perceptions may be recorded.

7. Final exam: Summarizaton of course, ideas, materials and practice.

8. Evaluation.
   a. 1/4 - Student Paper I
   b. 1/4 - Student Paper II
   c. 1/4 - Student Log
   d. 1/4 - Final Exam

9. Class Assignments:

   I. Teaching Sociological Practice
      A. Goals
      B. Methods
      C. Pre-test

   II. Defining Sociological Practice
      A. Social Policy Research
      B. Evaluation Research
      C. Consulting
      D. Applied Sociology
      E. Sociological Practice
      F. Clinical Sociology
      G. Counseling Sociology
      H. Readings
         1. CS: pp. v-58
         2. ABS: pp. 475-530
         3. Black (a) and (c)

   III. The History of Clinical and Counseling Sociology
      A. Renewing an old profession. ABS: pp. 513-530
      B. The services of clinical sociology. ABS: pp. 487-512
      C. Black (a) and (c)

   IV. Theories and Methods
      A. Conflict
      B. Symbolic Interaction
      C. Ethnomethodology
      D. Cultural Relativity
      E. Dramaturgical
      F. Specific Sociological Concepts of Relevance
      G. Readings
         1. CS: pp. 59-286
         2. Black (a) and (c)
         3. Enos (f)

V. The Practice of Clinical and Counseling Sociology
   A. Self-Help
   B. Sociometry and Sociodrama
   C. Working with Organizations
   D. Simulation
   E. Community
   F. Asking Questions
   G. Poetry Therapy - Black (b) and (d)
   H. Teaching Sociology as Counseling - Black (a), (c), and (h)
   I. Context - Black (d) and (i)
   J. Process - Black (d) and (j)

VI. Selected Settings
   A. Hospital
      1. ABS: pp. 589-608; 543-556
      2. Black (e)
   B. School
      1. ABS: pp. 577-588
      2. Black (h)
      3. Thomas (bibliography)
   C. Industry
      1. Black (k)
      2. Black - consulting work
      3. Sofer (Glass - ABS: pp. 513-530)
   D. Corrections
      1. Blair, Long, Black (g)
      2. Black - consulting work
      3. Black - private practice and clinical verbatims (case studies)
   E. Mental Health Facilities
      1. ABS: pp. 543-556; 557-576
      2. Black - case studies and verbatims from clinical experiences
   F. Private Practice Counseling Sociology
      1. ABS: pp. 557-576
      2. Black - private practice experience and clinical verbatims (case studies)

VII. Directions in Clinical Sociology
   A. A Social Ontology - ABS: pp. 531-542
   B. A Case for Counseling Sociology - Black (d) and (a)
   C. The Services of Clinical Sociology - ABS: pp. 487-512
   D. Renewing an Old Profession - ABS: pp. 513-530

VIII. Student Presentations

IX. Teaching Sociological Practice
A. Goals
B. Methods
C. Post-test
D. Evaluation (including final exam)

Dr. Clifford Black
North Texas State University

SEMINAR IN SOCIOLOGICAL THEORY: SOCIOLOGICAL THEORY IN PRACTICE (SOCIOLOGY 610)

PURPOSE OF COURSE

The course is designed to provide the student an opportunity to increase her/his knowledge and understanding of sociological theory and sociological theorists. The relationship between theory and practice in sociology is explored. Attention is focused upon the translation of theory into practice and practice into theory. Finally, specific consideration is given to the actual application of sociology and the practice of clinical sociology.

GOALS AND OBJECTIVES

1. The student is expected to develop a familiarity with a broad range of sociological theory and sociological theorists.

2. It is anticipated that the student will review and reinforce her/his understanding of the major sociological theories and theorists.

3. An indepth mastery of one specific theory and theorist is one of the expectations for this course.

4. The student is expected to design a model for implementing a specific sociological theory and/or theorist in practice.

5. Demonstration, by the student, of the above mentioned model, in a specific practice setting is also required.

6. It is a final objective that the student develop an understanding of the use of sociological theory in specific practice and clinical sociology settings.

TEXTS

Cohen, Harry
Connections: Understanding Social Relationships.
Ames, Iowa: Iowa State University Press, 1981.

Glassner, Barry and Jonathan A. Freedman
Clinical Sociology. New York: Longman, 1979.

COURSE REQUIREMENTS

1. 1/4 Paper I: A critical analysis of one major theoretical paradigm and/or theorist and the development of a practice or clinical model based upon this analysis.

2. 1/4 Mid Term

3. 1/4 Paper II: A demonstration of the use of one specific theoretical perspective (and/or theorist) and model in a specific practice setting: applied or clinical.

4. 1/4 FINAL EXAM--Comprehensive

COURSE ASSIGNMENTS

I. Theory and Practice

II. Theory--Major Emphasis
- A. Symbolic Interaction
- B. Symbolic Interaction/Exchange
- C. Exchange
- D. Exchange/Conflict
- E. Conflict/Dramaturgical
- F. Dramaturgical/Labelling
- G. Structural-Functional
- H. Phenomenology

III. Practice--Major Emphasis
- A. Symbolic Interaction/Exchange
- B. Conflict/Dramaturgical
- C. Labelling/Structural-Functional
- D. Phenomenology

IV. Theory Practice--Revisited

Dr. Jan Fritz
Georgetown University

COMMUNITY INVOLVEMENT SEMINAR I AND II: INTERNSHIPS
(SOCIOLOGY 205 and 206)

COURSE DESCRIPTION

Students enrolled in this course will be working with established community/social service organizations, businesses or social movements. Undergraduate students complete 120 hours of supervised volunteer work with one organization. Graduate students (who take the course by special arrangement) work with one or more organizations (hours vary depending on kind of involvement) and complete a major research project based in part on that involvement. No more than fifteen students are selected for participation in this course each semester.

The focus of this course changes each semester. Topics emphasized in the past include: counseling and crisis intervention, welfare policy in the United States, community organizing, co-ops and collectives, day care policy and programs, program administration, social program evaluation and intervention skills. This semester the topic is "hunger and agricultural policy" but students are not expected to work in organizations concerned with these areas. (The semester topic simply is one focus of discussion.) Students will have a wide variety of placements.

Seminar participants critically evaluate their work experiences and discuss the broad issues that typically emerge such as the problems of bureaucracy and the ways of fostering social change.

Students meet with the seminar director individually (as often as desired) and with the group (approximately ten times a semester) to discuss course materials and work experiences. Graduate students will read additional basic materials and will meet with the course director individually to discuss these materials and their research projects.

All seminar participants will work with different organizations or social movements. No placements will be in on-campus organizations or in politicians' offices.

Students are expected to attend and take an active part in all course seminars and to meet all deadlines for submission of their journals or short reaction pieces.

This pass/fail course is four credit hours and requires permission of the instructor to enroll.

Students may take this course twice. The first time you should register for Sociology 205 and the second time for Sociology 206. A student accepted for Sociology 206 will be interning in a new area and the internship will be more challenging than the previous one.

Dr. Cyrus Stewart
Dr. David Kallen
Michigan State University

PRACTICUM IN CLINICAL SOCIOLOGY (SOCIOLOGY 475)

PREREQUISITE

Introduction to Clinical Sociology (Sociology 490)

COURSE OVERVIEW

This practicum in clinical sociology provides the student who has had an introduction to the topic with an opportunity to observe and participate in situations where sociology may be practiced. These situations are not necessarily ones in which clinical sociologists currently are active; rather they are ones in which the developing clinical sociologist may gain skill and understanding.

Students are required to spend a minimum of four hours a week in the setting of their choice, being involved with the organization and its clients in ways specified by the designated organizational supervisor. These activities will generally involve interaction with organizational clients in ways which forward the goals of the organization, and under the supervision of a member of the organization's staff. Additionally, students will be expected to observe the ways in which relevant sociological principles aid in understanding the observed events, and might be used in changing the program.

In addition, there will be a two hour seminar each week in which all students are expected to participate. This seminar will review individual experiences, drawing from the common learnings and understandings.

COURSE REQUIREMENTS

Students will be expected to prepare a paper on their experiences, paying particular attention to sociological explanations of observed events, and to ways in which sociological understanding could be used to redesign the program. Grades will be based on feedback from the practicum supervisor, class participation, and the paper.

TEXTS

Fritz, Jan. (ed.). Clinical Sociology Review, Vol. 1, 1982. (CSR)

Glassner, Barry and Jonathan Freedman. Clinical Sociology. New York: Longman, 1979. (G&F)

READING ASSIGNMENTS

	Topic	Readings
Session 1	Introduction to the course and coursework	
Session 2	History of clinical sociology	CSR pps. 1-50
	What clinical sociology is	G&F Chapters 1, 2
Session 3	Sociological theory relevant to clinical sociology	G&F Chapters 3, 4, 5
Session 4	Sociological methods and clinical sociology	G&F Chapter 6
Session 5	Methods of individual help	G&F Chapters 13, 14; CSR Straus article
Session 6	Working with organizations	G&F Chapter 15 CSR Jaques, Greisman, Benello articles
Session 7	Additional techniques of clinical sociology	G&F Chapters 16, 17, 18
Session 8	Ethics and responsibility	CSR Martin article
Session 9	Field experiences and clinical sociology--class discussion	
Session 10	Review of course and experiences	Term paper due

Dr. David Kallen
Michigan State University

BEHAVIORAL SCIENCE IN PEDIATRIC SETTINGS: THEORY AND PRACTICE
A PRACTICUM IN MEDICAL SETTINGS FOR GRADUATE STUDENTS IN THE BEHAVIORAL AND SOCIAL SCIENCES

COURSE OVERVIEW

Contemporary interest in the clinical uses of behavioral and social science theory in medical care has not been matched by opportunities for students to become acquainted with the settings in which health care is given in the United States. This course provides an opportunity for graduate students to observe the health care of children at the point at which it is given, with structured opportunities to consider how their theoretical knowledge might be used clinically in these settings.

Observation settings include:

- A pediatric ward in a general hospital
- A combined adolescent-pediatric program in a general hospital
- A pediatric primary care clinic
- A pediatric speciality care clinic
- A newborn nursery
- A neonatal intensive care unit
- A health maintenance organization

Students will spend three weeks in each of three different settings, observing interaction between patients, their families, and the health care system. It is expected that a minimum of four hours a week will be spent in the observation. Flexibility in scheduling is important, since activities to be observed occur at different times in different settings. (In hospitals, teaching generally occurs in the morning, while clinics meet both morning and afternoon.)

In addition, there is a weekly two-hour seminar. This seminar will review selected literature, share observational experiences, and consider the clinical uses of social and behavioral knowledge as it might be used in settings in which the observation occurs.

Enrollment will be limited. Graduate status and permission of the instructor is required.

SESSION 1: Review of the course. Selection of observation sites for first three weeks.

SESSION 2: Methodology of observational research.

Required Readings

Bosk, Charles: Forgive and Remember: pps. 193-213.
Humphreys, Laud: Tearoom Trade: Impersonal sex in public places: in: White and Nelson, Sociological Observation: pps. 126-137.
Malinowski, Bronislaw: Argonauts of the Western Pacific: New York, Dutton, 1961: Chapter 1, pps. 3-25.
Whyte, William F: Street Corner Society: in: White and Nelson, Sociological Observation: pps. 26-34.

Recommended Readings

Durkheim, Emile: The Rules of Sociological Methods, Glencoe, The Free Press, 1938, pps. 1-46 and 89-140.
Schutz, Alfred: Collected papers, II, Studies in Social Theory, Martinus Nijhoff, 1971: The Stranger, pps. 91-105.
Goffman, Erving: Behavior in Public Places: Glencoe, The Free Press, 1963, Chapter 2.

SESSION 3: Ethics of observation and of field work.

Readings from the special issue of Social Problems on Ethical Problems of Field Work, Vol. 27, #3, February 1980.
Cassell, J. and Wax, M.: Editorial introduction: pps. 259-264.
Wax, M.: Paradoxes of Consent to the Practice of Fieldwork: pps. 272-283.
Thorne, B: "You still taking notes?" Fieldwork and Problems of Informed Consent: pps. 284-297.

SESSION 4: Institution settings in which medical care is given:

Required Readings

Rosen, George: The Hospital: Historical Sociology of a Community Institution: in: E. Friedson, (ed.) The Hospital in Modern Society, 1963: pps. 1-36.

Friedson, E. and Rhea, B.: Processes of Control in a Company of Equals: Social Problems, Vol. 11 #2, Fall, 1963: pps. 119-131.
Coser, Rose L: Alienation and the Social Structure: Case Analysis of a Hospital: in: Friedson, E. (ed.) The Hospital in Modern Society: pps. 231-265.
Coser, Rose L: Authority and Decision Making in a Hospital: A Comparative Analysis: in: White and Nelson: Sociological Observation: pps. 54-62.
Kallen, DJ and Stephensen, JJ: Perceived Physician Humaneness, Patient Attitude, and Satisfaction with the pill: Health and Social Behavior, 1981, Vol 22: pps. 256-267.
Kendall, Patricia: Learning Environments of Hospitals: in: Friedson E. (ed.) The Hospital in Modern Society: pps. 195-230.
Roth, Julius: Ritual and Magic in the Control of Contagion: American Sociological Review: 22. (1957): pps. 210-312.
Rosenhan, DL: On Being Sane in Insane Places: Science, (19 Jan 1973): pp. 250.
Friedson, E: Prepaid Group Practice and the New Demanding Patient, Health and Society, Fall, 1973: pps. 473-488.
Mechanic, David: The Organization of Medical Practice and Practice Orientations Among Patients in Prepaid and Non-prepaid Primary Care Settings: Medical Care 13(3), 1975: pps. 189-204.
Ross, C. and Duff, R.: Quality of Outpatient Care: The Influence of Physician Background, Socialization and Work/Information Environment on Performance: Journal of Health and Social Behavior, 19 (4), December 1978: pps. 348-360.

SESSION 5: Physician and Client Decision Making.

Required Readings

Elstein, A. Clinical Judgment: Psychological Research and Medical Practice Science, Vol. 194, pps: 696-700, 12 Nov 1976.
Kirscht, P. and Rosenstock, IM: Patients' Problems Following Recommendations of Health Experts: in: Stone, C., Cohen, F.,

and Adler, N. (eds.) Health Psychology, San Francisco: Jossey Bass, pps. 198-215, 1979.

Recommended Readings

DiMatteo, MR: A Social Psychological Analysis of Physician-Patient Rapport: Toward a Science of the Art of Medicine: Journal of Social Issues: 35 (1), 1979: pps. 12-33.

Friedman, MS: Non-verbal Communication Between Patients and Medical Practitioners. Journal of Social Issues, 35 (1), 1979: pps. 82-99.

SESSION 6: Special Problems of Infants and Children in Hospitals.

Klaus, M. and Kennell, J.: Maternal-Infant Bonding: in: Klaus and Kennell (eds.) Maternal-Infant Bonding, pps. 1-15.

Kennel, J. and Klaus, M.: Caring for Parents of a Premature or Sick Infant: in: Klaus and Kennell (eds.) Maternal-Infant Bonding, pps. 99-166.

Seagull, E.: Children's Reactions to Hospitalization: Policy Implications for Cross Cultural Application. (mimeo).

Dr. J. L. Barkas
New York Institute
of Technology

INTERPERSONAL COMMUNICATION AND SOCIAL INFLUENCE
(Graduate Course)

COURSE OBJECTIVES

This course will investigate the process of social communication from interactionist, structural and influential perspectives. The class meetings will be a combination of lecture, discussion, and workshop experiences to supplement the assigned readings. Topics to be covered include: levels of meaning in social communication (verbal and nonverbal), listening skills, symbolic interactionism and the presentation of self, feedback, dyads, triads, small groups, managing conflict, and the media and social influence.

REQUIRED TEXTS

Ruffner, Michael and Burgoon, Michael, Interpersonal Communication. New York: Holt, Rinehart and Winston, 1981.

Civikly, Jean M., editor, Contexts of Communication. New York: Holt, Rinehart, and Winston, 1981. (Selected readings)

GRADING PROCEDURES

Students will be required to complete three fieldwork projects (30% each) which, together with class attendance and participation (10%), will be the basis of their grade.

(FIELDWORK PROJECTS WILL BE EXPLAINED IN GREATER DETAIL IN WRITING AND THROUGH DISCUSSION. THIS IS JUST A BRIEF OVERVIEW)

Fieldwork Project #1:
In 2-3 typewritten, double-spaced pages, provide feedback for the verbal and nonverbal interpersonal communication cues of one speaker, such as a TV announcer, a teacher in a classroom, a dyad, or a triad.

Fieldwork Project #2:
Observe a dyad or a triad and in 3-4 typewritten pages describe how the size of this group (2 or 3) influences its interpersonal communication.

Fieldwork Project #3:
In 4-5 typewritten, double-spaced pages, describe the interpersonal communication patterns (verbal and nonverbal) that you observe in any group in a family, friendship, or work situation and analyze its social communication on any of these levels: symbolic interaction, structural, and social influences (persuasiveness, etc.).

COURSE OUTLINE AND ASSIGNED READINGS

Session 1
Interpersonal Communication: An Introduction
Ruffner & Burgoon (hereafter R&B), chapter 1
Civikly #2, "Communication Postulates" by Mortensen

Session 2
Verbal communication
R&B, chapter 2
Civikly #4, "Becoming an Effective Communicator" - Knapp

Session 3
Nonverbal communication
R&B, chapters 3 & 4
Civikly #6, "Self-Conception and Personal Aspirations"

Session 4
Listening skills
Fieldwork #1 Due (Paper)
R&B, chapter 5

Session 5
Feedback
R&B, chapter 6
"Feedback: Art of Giving and Receiving Help" handout

Session 6
Dyad and Triad
R&B, chapter 11

Session 7
Managing Conflict
R&B, chapter 13
Civikly #10, "The Deterioration of Interpersonal Relationships"

Session 8
Small group dynamics
R&B, chapter 12
Fieldwork #2 Due (Paper)
"What to Observe in a Group," 3-page handout
Civikly #14, "Effective Participation in Groups"

Session 9	Large group dynamics: the media and social influence Civikly #22, "Communication and the Media" Civikly #31, "Campaigns in Stages"
Session 10	Interpersonal Communication: the Family R&B, chapters 7, 8 Civikly #12, "Nonverbal Behaviors of Women and Men"
Session 11	Interpersonal Communication: Friendship R&B, chapters 9 & 10 Civikly #8, "Self-Disclosure" by Adler, et. al.
Session 12	Interpersonal Communication: Work Fieldwork #3 Due (Paper) Civikly #18, "Organizational Game Playing" - Goldhaber
Sessions 13 & 14	Fieldwork presentations and semester review Evaluation and feedback to group "Observation Sheet for Group Self-Evaluation", handout

NOTE
A list of optional and supplementary readings will be available. You may, of course, read the unassigned articles from the Civikly reader for additional perspectives.

Dr. John Glass
Northrop University

SMALL GROUP COMMUNICATION
(MT 615)

COURSE DESCRIPTION

An examination of the concepts and principles of human groups through discussion and experiential learning. Topics include group entry, membership, group development, process, communications, leadership, problem solving and particular attention is paid to group dynamics and applications in work setting.

Prerequisites: Graduate standing

TEXT

Stewart L. Tubbs, A Systems Approach to Small Group Interaction, Addison Wesley, 2nd edition, 1984.

INSTRUCTIONAL OBJECTIVES

1. Introduce and assist students in learning the theoretical and conceptual foundations of group dynamics.

2. Develop a greater awareness of students' own behavior in task group settings.

3. Assist students in observing the "invisible group", the underlying, often unconscious, processes that affect task and interpersonal effectiveness.

4. Enhance skills essential for team work, managing, or leading groups.

LEARNING OUTCOMES

1. Understand and define basic concepts of group structure, process, and development.

2. Gain insight into one's own behavior and leadership styles in group settings.

3. Identify the components of effective communication, including perception, active listening, feedback, and personal styles.

4. Understand group problem solving, conflict resolution, effectiveness.

5. Develop skills to diagnose group behavior and implement group effectiveness.

INSTRUCTIONAL PROCESS

1. Reading and discussion of text material

2. Self assessment and group interaction instruments

3. Group process experiential exercises plus discussion of process/results

MEASUREMENT OF STUDENT PERFORMANCE

Class participation

Process journal

Other written work (exam/paper)

Self assessment

READING ASSIGNMENTS

Session 1	Introduction to Small Groups Chapters 1 & 2
Session 2	Group Structure & Leadership Chapters 3 & 4
Session 3	Group and Interpersonal Communication Chapter 5
Session 4	Group Conflict & Problem Solving Chapter 6
Session 5	Group Effectiveness Chapter 7

JOURNAL

In order to integrate your experiential learning with the reading assignments, you are to keep an on-going journal. You should make entries immediately after each class session and take notes as appropriate during class sessions and from your reading assignments. The journal is a record of your learnings, insights, questions, and should include the following:

1. Your reactions, analysis, and insights into class events and experiences, your own as well as about others and group process.

2. Connections you can draw between the textbook, handouts, and class events, as well as a summary of what was most valuable to you from your learning activities.

3. Forms, scales, etc., completed in or out of class.

Please type or print/write legibly. These journals will be kept confidential and are yours to keep after the quarter is over.

Your journal will be graded on:

--Your understanding of yourself as a group member;

--Showing cognitive and affective insight into group behavior;

--Showing integration of new information;

--Relating readings, diagnostic instruments, and class exercises to the theory of group process as read and discussed.

PAPER

You can do an analysis of a small group you are familiar with: family, peer, work, orgarizational. You can do some research with the class if it is not too time consuming, or write about some topic of interest such as quality circles, team building or other application of group dynamics.

The paper should show knowledge of group theory/process, demonstrate critical/original thinking and the ability to relate theory to practice. Papers should be at least 8-10 pages, typed, double spaced, with references in standard social science format.

A SELECTED BIBLIOGRAPHY

The Associates. A Study of Organizational Leadership. Harrisburg, PA: Stackpole Books, 1976.

Bales, R.F. Interaction Process Analysis: A Method for the Study of Small Groups. Menlo Park, CA: Addison-Wesley, 1950.

Bass, B.M. Leadership, Psychology, and Organizational Behavior. New York: Harper and Row, 1980.

Beebe, Steven A. and John T. Masterson. Communicating in Small Groups: Principles and Practices. Glenview, IL: Scot, Foresman and Company, 1982.

Bradford, Leland, Jack A. Gibb and Kenneth Benne. T-Group Theory and Laboratory Method. New York: John Wiley, 1964.

Cartwright D. and A. Zander. Group Dynamics. New York: Harper and Row, 1968.

Churchman, C. West. The Systems Approach. New York: Dell Publishing Co., 1979.

Cohen, Fink, Gadon and Willets. Effective Behavior in Organizations. Homewood, IL: Richard D. Irwin, Inc., 1980.

Davis, Keith. Human Behavior at Work. New York: McGraw-Hill, 1977.

Davis, Larry Nolan. Planning, Conducting and Evaluating Workshops. Austin, TX: Learning Concepts, Inc., 1979.

Durkin, Helen. The Group in Depth. New York: International Universities Press, 1964.

Fiedler, F.E. A Theory of Leadership Effectiveness. San Francisco: McGraw-Hill, 1967.

Gaw, Beverly A., and James Edward Sayer. May I Join You?": An Interpersonal Needs Approach to Small Group Communication. Sherman Oaks, CA: Alfred Publishing Co., Inc., 1979.

Ghiselli, Edwin E. Exploration in Managerial Talent. Pacific Palisades, CA: Goodyear Publishing Co., 1971.

Gibbard, Graham S., John J. Hartman, and Richard D. Mann (eds). Analysis in Groups. San Francisco: Jossey-Bass Publishers, 1974.

Golembiewski, Robert and Arthur Blumberg. Sensitivity Training and The Laboratory Approach: Readings About Concepts and Applications. Itasca, IL: F.E. Peacock Publishers, 1970.

Guest, Robert H., Paul Hersey and Kenneth Blanchard. Organizational Change Through Effective Leadership. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Herbert, Theordore T. Dimensions of Organizational Behavior. New York: Macmillan Publishers, 1978.

Hersey, Paul and Kenneth Blanchard. Management of Organizational Behavior: Utilizing Human Resources, Third Edition. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Ivancevich, J.M. and A.D. Szilagi. Organizational Behavior and Performance. Pacific Palisades, CA: Goodyear Publishing Company, 1977.

Johnson, David W., and Frank P. Johnson. Joining Together: Group Theory and Group Skills. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Katz, D. and R. Kahn. The Social Psychology of Organizations. New York: John Wiley and Sons, 1966.

Kemp, D.G. Perspectives in Group Process. Palo Alto, CA: Houghton-Mifflin, 1964.

Knowles, M. and H. Knowles. Introduction to Group Dynamics. New York: Association Press, 1959.

Luft, Joseph. Group Processes: An Introduction to Group Dynamics. Palo Alto, CA: Mayfield Publishing Company, 1970.

Mebry, Edward A., and Richard W. Barnes. The Dynamics of Small Group Communication. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980.

Maslow, A.H. Motivation and Personality. New York: Harper and Row, 1954.

Miles, M.D. Learning to Work in Groups. New York: Teachers College Press, 1967.

Mills, T.M. The Sociology of Small Groups. Englewood Cliffs, NJ: Prentice-Hall, 1967.

Napier, Rodney and Mati Gershenfield. Groups: Theory and Experiences, 2nd Edition. Palo Alto, CA: Houghton-Mifflin Company, 1981.

Nixon, Howard, L. II. The Small Group. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979.

Palazzolo, Charles S. Small Groups: An Introduction. New York: D. Van Nostrand Co., 1981.

Pfeiffer, William J. and John E. Jones. The 1980 Annual Handbook for Group Facilitators. San Diego, CA: University Associates, 1980.

Schutz, William C. FIRO: A Three-Dimensional Theory of Interpersonal Behavior. New York: Holt, Rhinehart and Winston, 1958.

Schutz, William C. The Interpersonal Underworld. Palo Alto, CA: Science and Behavior Books, Inc., 1966.

Shaw, Marvin. Group Dynamics: The Psychology of Small Group Behavior, 3rd Edition. San Francisco: McGraw-Hill, 1981.

Shein, Edgar H. Process Consultation: Its Role in Organizational Development. Menlo Park, CA: Addison-Wesley Publishing Company, 1969.

Shepard, C.R. Small Groups. San Francisco, CA: Chandler Publishing Company, 1964.

Soloman, Lawrence and Bety Berzon. New Perspectives on Encounter Groups. San Francisco, CA: Jossey Bass, 1972.

Stogdill, R.M. Individual Behavior and Group Advancement. New York: Oxford University Press, 1959.

Tandy, Frank J., and Don A. Trumbo. Psychology of Work Behavior. Homewood, IL: The Dorsey Press, 1980.

Leavitt, Harold J., William R. Bill and Henry B. Eyring. The Organizational World. New York: Harcourt Brace, 1973.

Thelen, H. Dynamics of Groups at Work. Chicago, IL: University of Chicago Press, 1954.

Tubbs, Stewart L. A Systems Approach to Small Group Interaction. Reading, MA: Addison-Wesley, 1978. 2nd. ed., 1984.

Dr. Janet Mancini Billson
Rhode Island College

THE SOCIOLOGY OF SMALL GROUPS
(SOCIOLOGY 307)

COURSE DESCRIPTION

This course is designed to examine interpersonal relationships and group development, based on readings and on analysis of the group itself. Emphasis will be on understanding individual interaction within the group context as well as the nature of group processes for the purpose of direct application to the student's everyday experience in family, work, social, or community groups. We will focus on facilitating participation, communication, decision-making, solidarity, and change. Issues such as leadership, responsibility, role-taking, trust, power, social influence, norms, status, and conflict will be discussed.

REQUIRED READINGS

1. The Small Group by H.L. Nixon; Englewood Cliffs, N.J.: Prentice Hall, 1979.

2. Small Group Communication: A Reader by Cathcart and Samovar; Dubque, Iowa: W.C. Brown, 1979.

SUGGESTED READINGS (In Library; some in instructor's office)

Group Processes: An Introduction to Group Dynamics. Luft.
The Sociology of Small Groups. Mills.
Lord of the Flies. Golding.
Watership Down. Adams.
Our Mother's House. Gloag.
Getting Back Together. Houriet.
On Encounter Groups. Rogers.
Here Comes Everybody. Schutz.
Please Touch. Howard.
Microcosm. Slater.
Guru. Kopp.
Gestalt Therapy Verbatim. Perls.
Joy. Schutz.
Games People Play. Berne.
I'm OK, You're OK. Harris.
Community and Commitment. Kanter.
Civilization and Its Discontents. Freud.
Totem and Taboo. Freud.

Group Psychology and Analysis of the Ego. Freud.
Strategic Interaction. Goffman.
Encounters. Goffman.
The Interpersonal Theory of Psychiatry. Sullivan.
The Divided Self. Laing.
Individuality and Encounter. Moustakas.
Others mutually agreed upon.

COURSE GOALS

Our goal is to increase and deepen our understanding of group processes in both formal and informal settings. Analysis of our class time together should provide a mutual ground for assessing such understanding.

Because the reading assignments are designed to enhance our ability to analyze these processes, it is imperative that everyone keep up with them. This will be reflected in your journal, as described below.

In addition, because the course will be organized as a "self-analytic" group, it is essential that each member of the group be present for each and every session. In the event of illness or serious problems which prevent you from being present, please be sure to inform the instructor or someone in the class of your situation. In the case of an extended absence, it is your responsibility to discuss how we can keep you in the course in a meaningful way.

REQUIREMENTS

You will be evaluated on the following three assignments:

1. Journal: 45% In order to integrate your experience in the group, as well as the reading assignments, you are to keep an on-going journal regarding your participation in the class and the general development of the group as a whole. The Journal should include three dimensions FOR EACH SESSION:

    1. Brief notes recording major events and issues as you saw them, and your reaction to them. A brief description of your own participation or lack of it.

    2. A paragraph or two about the participation of others and what

direction you think the group is moving in...what processes have appeared, disappeared, etc.

3. A brief outline of the major points of two subsections of the Nixon Text and <u>one reading</u> from Cathcart and Samovar (12 weeks only). Your choice as to which one for each week. Draw connections between your readings and the events and processess of that particular session. Use examples.

THESE NOTES ARE TO BE KEPT STRICTLY CONFIDENTIAL. We will agree upon disguised first names for class members. The journals are to be turned in for evaluation.

2. <u>Case Analysis</u>: 30% Each person is to analyze a "small group" with which he or she is familiar outside the classroom. It might be a family, peer, dormitory, work, or organizational group. Analysis should follow the framework distributed in class and should reflect an understanding of and familiarity with the readings in general.

3. <u>Book Report</u>: 25% You may select any book from the list of suggested readings, or another book if you clear it with me first, and show how it sheds light on group processes.

NOTE: Participation in a class weekend experience during the semester can substitute for the book report. Evaluation will rest on a special section of your journal analyzing that weekend.

NOTE: Although we are striving for personal awareness as well as better understanding of the roles we and others play in groups, we are not engaging in a group therapy situation. However, if you feel at any time during the course that you would like to talk to someone about personal issues relating to the group or your feelings about the group, I am more than happy to lend a good listening ear. Or, if you would like a referral to a professional counselor, I can help arrange that too.

Dr. Jan Fritz
Georgetown University

SMALL GROUP DYNAMICS
(SOCIOLOGY 300)

COURSE DESCRIPTION

This clinical sociology seminar examines the relationship between the individual and the small group within different political settings. Topics to be covered include: the field of clinical sociology, sociological and psychological theories used in studying the structure and dynamics of small groups, experiential and therapeutic groups (such as transactional analysis, encounter groups, psychodrama and Tavistock conferences), family life-space diagrams, group problem solving and ethical issues, interviewing in community conflict, leadership and conformity, the use of small groups in business and education and small groups as a political tool (case studies: China and Cuba).

Among the questions raised: Why are group therapies popular? Can I control other people - or can others control me - by understanding small group dynamics? How can I make a work group more enjoyable and/or more productive? What would a Marxist say about the human relations movement?

Students will be expected to take an active part in class activities (e.g., role playing, case analysis) and complete several individual and pair assignments outside of class. There will be a mid-term and final examination.

READINGS

Broom, Leonard and Philip Selznick. Sociology, 6th Edition. New York: Harper and Row, 1977, pp. 10-12.

Busfield, Joan. "Family Ideology and Family Pathology." In Nigel and Armistead (eds.), Reconstructing Social Psychology. Baltimore: Penguin, 1974.

Fisher, Roger and William Ury. Getting to Yes. New York: Penguin Books, 1983.

Galinski, M. David and John Shaffer. "Psychodrama." In Models of Group and Sensitivity Training. Englewood Cliffs, NJ: Prentice-Hall, 1974.

Olmsted, Michael and A. Paul Hare. The Small Group. New York: Random House, 1978.

Shellenburg, James. Masters of Social Psychology. New York: Oxford University Press, 1978.

Sherman, Howard and James Wood. Sociology: Traditional and Radical Perspectives. New York: Harper and Row, 1979, Chapter 1.

Speck, Ross and Carolyn Attneave. Family Networks. New York: Vintage, 1973.

Whyte, Martin King. Small Groups and Political Rituals in China. Berkeley, CA: Univeristy of California Press, 1974.

Wilson, Stephen. Informal Groups: An Introduction. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Wyckoff, Hogie. "Probelm Solving Groups for Women." In C. Steiner, et al., Readings in Radical Psychiatry. New York: Grove Press, 1975.

COURSE OUTLINE AND TOPICS

	Topics	Assignments
Session 1	Introduction: Course Goals, Setting Norms	
Session 2	Overview of the Field of Sociology and Sociological Theory; Class Exercise: Guided Imagery	Excerpts from Sociology by Broom and Selznick and Sociology by Sherman and Wood
Session 3	Film: Journey to the Outer Limits; Psychological Theory	"Sigmund Freud and Psychoanalysis" by James Schellenberg; Reading about psychoanalytic approach or by Freud (your choice), Summary of your reading due in class

Session 4	Research Methods; Experiential Learning Model; Class Exercise: Score	"Group Behavior: Some Case Studies" by Michael Olmsted and A. Paul Hare (The Small Group) and "Three Groups" from Stephen Wilson's Informal Groups
Session 5	Nonverbal Communication; History of Small Groups (Research, Practice)	Reading on nonverbal communication (your choice), summary due in class
Session 6	Roles/Norms; Training in Making Meetings Work; Sociological Theory: Symbolic Interaction	"George H. Mead and Symbolic Interactionism" by James Schellenberg
Session 7	Mid-term Examination	
Session 8	Class Exercise: Making Meetings Work	
Session 9	Class Exercise: Psychodrama; Interaction Process Analysis; IPA Assignment discussed	"Psychodrama" by M. David Galinski and James Shaffer. Report due (informal observation of group dynamics in professional meeting)
Session 10	Conflict Intervention: Negotiation, Conciliation, Mediation, Arbitration	Getting to Yes by Roger Fisher and William Ury
Session 11	Transactional Analysis; Family/Sex Roles; Observation Reports Discussed; Class Exercise: Family Diagramming	"Family Ideology and Family Pathology" by Joan Busfield, "Phases in a Three-Session Assembled Network Intervention" (pp. 22-38) by Ross Speck and Carolyn Attneave, "Problem Solving Groups for Women" by Hogie Wyckoff

Session 12	China Discussion Group Meets to Discuss Three Films: Agonies of Nationalism, 1800-1927, Enemies Within and Without, 1927-44 and Communist Triumph and Consolidation, 1945-71	
Session 13	Groupthink (discussion of a film); Discussion of Group Process During Session 12; The Use of Small Groups in Bringing About Political Change: Cuba and China	Sections of Small Groups and Political Rituals in China by Martin King Whyte

Dr. Elizabeth Clark
Montclair State College

HEALTH COUNSELING
(Undergraduate)

COURSE DESCRIPTION

Course will focus on factors influencing health and illness behavior with implications for behavioral intervention in health care. Included are the intervention strategies of prevention, crisis intervention, postvention and compliance, and the intervention techniques of assessment, interviewing, counseling skills, and small group dynamics.

AIM

Provides opportunity for student to gain an awareness of factors which influence health and illness behavior and to develop counseling skills for behavioral intervention in health care.

SPECIFIC OBJECTIVES

The student will be able to:

1. Identify the stages of illness decision-making;
2. Compare models of health care;
3. Understand the role of personal values as assets or impediments in counseling;
4. Contrast various intervention strategies;
5. Apply behavioral concepts to specific health problems; and
6. Evaluate effectiveness of counseling techniques.

CONTENT AND SCOPE

I. Definitions of Health and Illness

   A. Lay conception of health
   B. Sick role behavior

C. Health-related behavior
    1. Importance of health
    2. Perceived susceptibility
    3. Perceived severity
    4. Perceived efficacy of health services
D. Stages of illness decision-making
    1. Symptom experience stage
    2. Assumption of sick role
    3. Medical care stage
    4. Recovery/rehabilitation stage

II. Models of Health Care

A. Medical model
B. Health belief model
C. Stress model
D. Social system model

III. Ethical Issues

A. Values clarification
B. Ethnocentrism
C. Confidentiality

IV. Communication of Information

A. Patient-practitioner relationship
B. Patient education
C. Communicator similarity
D. Scare tactics
E. Persuasive-communication

V. Intervention Strategies

A. Prevention
B. Crisis intervention
C. Behavior modification
D. Postvention/follow-up
E. Compliance
F. Self-help/support groups

VI. Intervention Techniques

A. Risk-assessment
B. Needs assessment
C. Establishing rapport
D. Interviewing
E. Listening
F. Small group dynamics
G. Termination

VII. Applications of Behavioral Interventions in Health Care

A. Heart disease
B. Obesity/diabetes
C. Alcoholism
D. Pain
E. Stress disorders
F. Cancer
G. Sexual problems
H. Genetic/developmental disorders
I. Frail elderly
J. Terminal illness
K. Grief

PROCEDURES, TECHNIQUES, METHODS

1. Lecture/discussion
2. Experiential group activities
3. Case analyses
4. Role-playing
5. Selected audio-visual materials
6. Videotaping

BASIC REQUIREMENTS

1. Participation in class discussions and activities
2. Demonstration of facility with intervention techniques
3. Examinations
4. Case analyses
5. Short written assignments
6. Term paper

REQUIRED TEXTS

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Janis, I. Psychology and Stress: Psychoanalytical Behavioral Studies of Surgical Patients. New York: John Wiley and Sons, Inc., 1958.

Kanfer, F. and A. Goldstein. Helping People Change: A Textbook of Methods. New York: Pergamon Press, 1980.

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Dr. John Glass
Antioch University

ORGANIZATIONAL THEORY AND DESIGN
(ADMINISTRATION 522)

MAJOR GOAL

To learn organization theory and design primarily from a macro (structural) perspective with an emphasis on the relation of theory to practice and the design of effective organizations.

SKILLS AND KNOWLEDGE

a. Knowledge of the major theories and existing research on organizational design.

b. The ability to apply this knowledge through case studies, class discussion, and in a research paper on organization theory/design.

LEARNING ACTIVITIES

a. Class attendance and participation

b. Written analysis of a case in the text

c. Leading discussion of, and oral presentation of, case

d. Journal (see below)

e. Written paper describing analysis of a real organization applying organizational theory and principles

TEXT

Daniel Robey, Designing Organizations, Irwin, 1982.

ASSESSMENT & DOCUMENTATION

Assessment for the course will be based on an evaluation of the paper, case, case presentation, and participation in class activities and discussion. A brief self-assessment will also be taken into account.

Journal: You are expected to keep a journal with your notes, observations, insights, questions, and examples illustrating your learnings. The journal should be helpful in writing your paper, integrating your learning,

and for your assessment at the end of the quarter. The journal is yours to keep; it is a tool to help you learn.

DIRECTIONS FOR TERM PROJECT

The project entails the description and analysis of a real situation in a real organization. The objective is to use the macro perspective to understand and to manage the organization more effectively. Your grade on the project is based on how well you use theory to analyze the applied situation you describe. The situation you analyze does not have to be a problem, although students often choose problems to see if they can solve them.

The organization chosen for the project may be the one you now work for, one you have worked for in the past, one for which you can obtain first-hand information, or one for which you can obtain secondary information (e.g., through the business press). In this last instance, the project will be a library exercise and you must carefully document your sources. For the other types of projects, you provide the description from company documents, discussions with people, and your own recollections. You are not encouraged to conduct surveys using questionnaires as these are rarely valid when not pre-tested.

The two major criteria that you will be evaluated on are description and analysis. Description should include some brief background information on the organization, setting the stage for a more detailed description of the situation you have chosen to analyze. The situation description may include the nature of the task, the people, their formal and informal relationships, the relevant organization structure, prior events that may be relevant, and other necessary details. Names of people should be disguised. Name of the organization can also be disguised if your want; otherwise, reveal its identity.

Whether the described situation is a problem or a satisfactory state of affairs, you should identify how effective the organization is. This should include a description of behavior, work efficiency and the organization's adaptability. Concrete economic measures (like profit, turnover rates, successful contract bids) should be used in addition to subjective assessments.

The analysis is most important. Your task here is to explain why the level of effectiveness exists as you have described it. In other words, identify its causes. In doing this, you may rely upon logic and common sense to a certain extent, but your primary tool should be the

concepts learned in the course. Theory explains general patterns in an abstract way. Your job is to apply the abstractions to the concrete situation with which you are working. If you are proposing solutions to a problem you have identified, these should be consistent with the theory, too. In general, you do not need to draw from outside readings in your analysis, but you may do so.

READING ASSIGNMENTS

Session 1	Introduction	Chapters 1-2
Session 2	Theory, task uncertainty, technology	Chapters 3-5
Session 3	Environment, power, conflict	Chapters 6-7
Session 4	Organization growth, size, structure	Chapters 8-9
Session 5	Organization goals and effectiveness	Chapter 10
Session 6	Domain and task design	Chapters 11-12
Session 7	Span of control and team design	Chapters 13-14
Session 8	Control Systems and information technology	Chapters 15-16
Session 9	Innovation and Change	Chapters 17-18
Session 10	Class reports, Summary	

SUPPLEMENTARY BIBLIOGRAPHY

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Ritti, R. Richard and G. Ray Funkhauser. The Ropes to Skip and the Ropes to Know. Grid, 2nd ed., 1982.

Katz, Daniel, and Robert Kahn. The Social Psychology of Organizations, 2nd ed., Wiley, 1978.

Levinson, Harry. Organizational Diagnosis. Harvard, 1974.

Kanter, R. and B. Stein. Life in Organizations. Basic Books, 1979.

Schein, Edgar. Process Consultation. Addison Wesley, 1969.

Peters, Thomas and Robert H. Waterman. In Search of Excellence. Harper and Row, 1982.

Caplow, Theordore. Managing an Organization, 2nd ed., Holt, 1983.

Gaibraith, Jay. Organization Design. Addison Wesley, 1977.

Scott, Richard. Organizations: Rational, Natural & Open Systems. Prentice-Hall, 1981.

Deal, Terrence and Allan Kennedy. Corporate Cultures. Addison Wesley, 1982.

Kahn, Robert and Elise Boulding. Power and Conflict in Organizations. Basic Books, 1964.

Mintzberg, Henry. Power in and Around Organizations. Prentice-Hall, 1983.

Ouchi, William. Theory Z. Addison Wesley, 1981.

Weisbord, Marvin. Organizational Diagnosis. Addison Wesley, 1978.

Dr. William Brown
University of Central Florida

SOCIAL ORGANIZATION AND HUMAN RESOURCES
(SYA 6656)

COURSE OBJECTIVES

This course is designed to give the student the opportunity to become familiar with work organizations, their complex structures and processes, their jargon, and the ways in which they can be studied and improved. The class discussion of the chapters and the assigned "Case Studies" provide the student with experience in dealing with somewhat typical kinds of problems encountered in work organizations. Principles and strategies described in the chapters can be applied to the Case Studies. Below are more specific kinds of competency areas that will be addressed in this course (time permitting):

1. Practice in problem-solving techniques
2. Planning and goal-setting
3. Analysis of formal and informal social structure
4. Introduction to general systems theory perspective
5. Planning and implementing change within organizations
6. Analysis of sources of power and authority
7. Motivation and persuasion techniques
8. Techniques in conflict management
9. Practice in leadership styles

Overall the course will stress reading and understanding the materials in the text and learning from class discussions that simulate actual work problems and conditions, as well as management principles and techniques. Also we will have several guest speakers and take at least one field trip to local work organizations.

STUDENT REQUIREMENTS

Students are expected to have read each week's assignment (including the "Summary and Implications", "Discussion Questions and Projects", as well as the "Case Studies" that are assigned in the syllabus) prior to coming to class. Moreover, they should be prepared to discuss the assigned chapter(s) as well as participate in the class exercises. To gain in depth

insight means that the student must apply what he/she learns to his/her real world. Should a student have to miss an exam, it is his/her responsibility to contact the instructor within a week to make up the exam; an oral or essay exam may also be a part of the make-up. Poor attendance will reduce one's grade. Remember, one evening class that is missed is equivalent to missing an entire week of daytime classes.

CONFERENCES

Please contact the instructor before or after the class period or by phone to arrange an appointment. Students who are having any real problems with some aspect of the course, or those who wish to pursue further their interest in some area(s) are encouraged to schedule conferences.

TEXT

Dessler, Gary. Organization and Management. Reston, VA.: Reston Publishing Co., 1982.

CLASS EXERCISES AND ASSIGNMENTS

More guidelines and details regarding the following projects will be given in class. Also the times of the presentations will be assigned during a class period; at least three weeks notice will be given the participants.

PANELS

Each student will be assigned to participate as a panelist on one panel during the semester. The panel members can chose from the following topics for their semi-formal presentation:

- Group effectiveness in organizations
- Group techniques for program and task planning
- Approaches to systems analysis in work organizations
- Organizational change techniques and applications
- Problem-solving techniques (instructor's approval is required for this topic)
- Other topics related to the course objectives may be elected, subject to the instructor's approval.

Panel participants are to hand in prior to their panel presentation a three page Executive Summary Report describing their topic. Also due at that time is a one page outline of their presentation, giving the headings and subheadings of topics they plan to address in their presentation.

PERSUASION EXERCISE

As a separate exercise, each panelist as a team member will attempt to persuade the class, acting as an organizational board or committee, to adopt their proposed project or policy change. A one page outline of their plan to persuade the class is to be handed in prior to their presentation. (The panelists may find it useful to utilize some visual aids in this exercise.)

PROBLEM-SOLVING EXERCISE

The class will also participate in several brief problem-solving exercises. Each class member will be assigned a turn to lead the class in the trying to resolve the problem that is presented. The leader will hand in prior to class a one page outline of their plans for leading the problem-solving exercise. The leader should assign clear roles to the class members for dealing with the problem at hand.

CASE STUDIES

Read the assigned "Case Exercises" at the end of each chapter. Be prepared to discuss the questions at the end of the "cases" noted in the syllabus. At times, these "cases" will be the subject for the problem-solving exercise noted above.

GRADES

Three exams will be given during the semester; the dates of these are noted in the syllabus. The exams will be essay-types and will involve the topics described in the text. The scope of each exam will be reviewed in class the week before the exam. The student will be expected to utilize text and class materials and discussions to address the exam topics. Rationale should be provided when appropriate to justify responses.

Scores on the three exams will determine 60% of the total grade. Thirty percent of each student's grade will be derived from the student's grades in the three exercises (Panel, Persuasion, and Problem-solving) described above; each of the three exercises is counted as 10%. Professionalism (preparation, presentation, content, neatness, grammar, spelling, etc.) and innovation are important criteria in determining the grades for these three exercises. Finally, the instructor will determine the last 10% of the total grade on the basis of the student's class participation, attendance, effort, input, and creative thinking.

ASSIGNMENTS

DATE	ASSIGNMENTS
Session 1	Read the "Preface" carefully, page xiii Ch. 1. Organization and Management: A Framework Case Exercise: Chairman to the Dance Committee.
Session 2	Ch. 2. Organizing and Staffing: A Contingency Approach Case Exercise 1: Authority Delegation
Session 3	Ch. 3. Organizational Communication and Coordination Case Exercise: Mad Ludwig Assignment of exercises and dates of presentation
Session 4	Ch. 4. Organization Theory: Environment, Technology, and Organization Case Exercise 2: Nationwide Container Company
Session 5	Ch. 5. Job Redesign and Enrichment Case Exercise: Memo from the General Manager Appendix to Ch. 5: Individual and Situational Factors in Job Design
Session 6	Ch. 6. Integrating the Individual and the Organization: Human Resource Management Case Exercise: Jack Came Tumbling Down Case for Part I: The Hancock Co. Review for Exam I

Session 7	EXAM I: Part I of text and class discussions Ch. 7. Individual Behavior and Learning Case Exercise: A Perception Problem
Session 8	Ch. 8. Motivation Case Exercise 2: Hawkins' Nob City Plant
Session 9	Ch. 9. Leadership Case Exercise: A Foreman's Success at Jackson & Co.
Session 10	Ch. 10. Satisfaction, Organizational Climate, and Employee Performance Case Exercise: Allison Auto Parts
Session 11	Ch. 11. Group Dynamics Case Exercise: The Unstoppable Coffee Klatch Ch. 12. Managing Organizational Conflict Case Exercise: Chaos at Prebuilt Review for Exam II
Session 12	EXAM II: Part II of text and class discussions Ch. 13. Managerial Planning, Control, and Change Case Exercise: Locks versus Lives (Omit the Appendix to Ch. 13)
Session 13	FIELD TRIP (Meet at assigned location) Ch. 15. Goal Setting in Organizations Case Exercise: Participation in Milestone Engineering's Planning
Session 14	Ch. 14. Managerial Planning Case Exercise 2: Rex Shoe Company, Midwestern, U.S.A.
Session 15	Ch. 16. Control and Autonomy Case Exercise 2: The Massive Corporation (Omit the Appendix to Ch. 16)

Session 16	Ch. 17. Organizational Change and Development Case Exercise: What We Need Around Here is Better Human Relations Read over Appendix to Ch. 17: Designing Reseach Studies and also Case Exercise for Part III Milano Enterprises Review for Exam III
Session 17	EXAM III: Part III of the text, class discussions, and Problem-Solving Essay Question

Dr. Edward Gondolf
Indiana University of
Pennsylvania

COMMUNITY ORGANIZATION AND CHANGE
(SOCIOLOGY 481/581)

PURPOSE

How do we effect change in our communities? A popular notion of the eighties is that we need to address many of our social problems at the community level rather than at the more impersonal national or societal level. At the same time, there is much concern expressed over the apparent absence of a community unit with which to work. How do we shore up our community, as well as turn it into an arena for social betterment?

This course will consider not only what a community is and how it works, but also strategies to sustain and improve community life amidst the boom and bust of plant closings to power plant construction. It will specifically examine the prevailing approaches to community development: local planning, technical assistance, community organizing, and neighborhood self-help. Particular attention will be given to the nature of community conflict that often accompanies community development--and how to resolve it. The course concludes with a look at community development efforts in Third World countries and the lessons they hold for the United States.

TEXTS

Community Development in America (CDA), edited by James A. Christenson and Jerry W. Robinson, Ames, IA: Iowa State University Press, 1980.

New Perspectives on the American Community (NPAC), edited by Ronald Warren, Chicago, IL: Rand McNally College Publishing Company, 1977.

Community and Capital Flight (CCF), edited by James Dougherty--Coop.

Hydaburg and Haida in Change: A Social Impact Assessment of the Hydaburg-Natzuhini Road Connection (HHC), by Community and Systems Analysis--on reserve.

Skagway Coastal Management Program (SCMP), by Community and Systems Analysis--on reserve.

Small City Standoff: A Case Study of a New Kind of Community Conflict (SCS), by Edward Gondolf--on reserve.

New Visions of Development: Community Development in the Third World (NVD), edited by Edward Gondolf.

Community Organization and Change (COC), edited by Edward Gondolf--on reserve.

REQUIREMENTS

Class participation and weekly reaction paper (1-2 pages)	25%
Midterm Exam (Essay on Readings and Class Presentations)	25%
Term Paper and oral report (8-10 pages--double spaced, typed)	25%
Final Exam (Essay)	25%

NOTE: Graduate Students are also required to read a book length community study selected in consultation with the instructor and present a critical review of the book in a five page paper and five minute oral report to the class. Also, several additional articles will be on reserve for graduate students to read each week (see COC).

TERM PAPER

All students will develop a case study on a "community" with which they are familiar (their dorm, hometown, fraternity, campus, organization or institution). The first section of the report will analyze the community organization, assessing particularly the power structure and social needs. The second section will prescribe a variety of strategies to bring about change in the particular setting. This latter section should consider the variety of community development techniques discussed in the course and attempt to bring them together in some coordinated scheme. Or, a student may develop an extensive library research paper on a topic selected in consultation with the instructor.

ASSIGNMENTS

Date	Topic	Assignment
Week 1	Introduction Exercise: Hometown Assessments	
Week 2	The Concept of Community Film: New Harmony (Utopian Communities)	CDA Chapter 1; NPAC Sec. 7,#20
Week 3	Community Theory Tape: Delta, Utah (Coal Gasification Plant)	NPAC Sec. 2: Sec. 1 (TBA)
Week 4	Community Change: Boom vs. Bust Video: Centralia, Penn. (Mine Fires)	CDA Chapter 12 TBA
Week 5	Capital Flight Video: The Robertshaw Shut-down (Indiana, Penn.)	CCF all
Week 6	Assessment: Community Needs Assessment and Social Impact Assessment (SIA) Slides: Haida and Hydaburg in Change (An SIA of resource development and cultural change)	CDA Chapter 10; HHC Intro., 3, 4
Week 7	Community Development: managed growth Tape: Baltimore Revitali-zation	CDA Chapter 2, 3 NPAC #38, 39
Week 8	MIDTERM EXAM Film: Poletown Lives! (Detroit)	Term paper proposal (1 pg.)
Week 9	Planning and Technical Assistance	CDA Chap. 4, G, B NPAC #36, 37
Week 10	Technical Assistance Slides: Coastal Manage-ment in Skagway, Alaska	SCMP Intro., 2, 3. 4, 8, 10, App. B
Week 11	Community Organizing and the New Localism Video: Imagine a Place (In-dependence, Missouri, Neigh-borhood Project)	CDA Chap. 5,6,E,F NPAC #34, 35

Date	Topic	Assignment
Week 12	Community Power Structure and Change Exercise: Class simulation	NPAC #15-17, 28-31
Week 13	Community Conflict and Resolution Slides: The Berm Highway Controversy in Alton, Ill.	NPAC #3 SCS Chap. 1, 3, 5
Week 14	Rural Development and Liberation Movements: Lessons from the Third World Film: Oxfam in Latin America	NVD #1-5
Week 15	Speaker: Community Development in India Film: 3900 Million and One (India)	NVD 6-10 Term papers due
Week 16	FINAL EXAMS	

Dr. Ron Simons
Iowa State University

MODELS FOR PLANNED CHANGE
(SOCIOLOGY 547)

COURSE DESCRIPTION

This course focuses upon the knowledge and skills required in order to design, implement, and evaluate interventions, policies, and programs targeted for human systems of various size (e.g., individual, small group, complex organizations, community, society).

TEXTS

1. R. Simons and S. Aigner, Integrating Generic Skills and Practice Theories for Planned Change. New York: Macmillan, 1985.
2. K. Albrecht, Organization Development. Englewood Cliffs, N.J.: Prentice-Hall, 1983.
3. S. Kahn, Organizing, A Guide for Grassroots Leaders. New York: McGraw-Hill, 1982.
4. H. Levin, Cost-Effectiveness, A Primer. Beverly Hills: Sage, 1983.
5. M. Patton, Practical Evaluation. Beverly Hills: Sage, 1982.
6. A packet of readings will be available in the bookstore.

CLASS SCHEDULE

Part I: Generic Practice Skills

		Topic
Session	1	The Steps of Problem Solving
Session	2	Data Collection and Problem Assessment
Session	3	Communication Skills; Negotiating Goals and Contracts

Part II: Practice Theories for Different Size Systems

		Topic
Session	4	The Individual
Session	5	The Small Group

Session 6	Organization Development
Session 7	Organization Development - guest speaker
Session 8	Interorganizational Consultation - guest speaker
Session 9	MIDTERM EXAM
Session 10	Community and Program Planning
Session 11	Community Development - guest speaker
Session 12	Community Action - guest speaker
Session 13	Evaluating Social Interventions
Session 14	Program Evaluation - guest speaker
Session 15	Presentation of student papers
Session 16	Presentation of student papers
Session 17	FINAL EXAM

Dr. Elizabeth Clark
Montclair State College

PLANNING AND EVALUATION OF HEALTH PROGRAMS
(Graduate)

COURSE DESCRIPTION

Provides for the study of the processes and techniques of program planning, program implementation and program evaluation from a community health perspective with an emphasis on factors which lead to program acceptance and those which contribute to program failure. A structural approach to the process of planned change will be used.

GENERAL AIM OF THE COURSE

Provides opportunity to apply concepts of planned change in analysis of communities and organizations and in planning, implementation and evaluation of health programs.

COURSE OBJECTIVES

The students will be able to:

1. describe current health policy issues and their impact on program planning;
2. apply group process theory in program planning and implementation;
3. identify the role of change in program development and acceptance;
4. explain the change process and the strategies and motivations for change;
5. apply concepts of program development to bring about planned change;
6. analyze the various methodologies for evaluation of health programs; and
7. develop plans for assessing the value and effectiveness of health programs.

CONTENT AND SCOPE OF THE COURSE

I. Community Analysis

- A. The community and its health
- B. The competent community
- C. The epidemiological process
- D. Human ecology
- E. The concept of culture

II. Organizational Behavior

- A. Overview/Implications for organization theory
- B. Improving group process
- C. Group problem-solving procedures
- D. Using survey feedback and consultation
- E. Concepts for entry and intervention
- F. Organizational specialists and evaluation of effectiveness

III. Health Policy

- A. Overview of past trends and issues
- B. Socio-political determinants
- C. Economic determinants
- D. Law and health - current challenges
- E. Major health policy issues

IV. Epidemiology of Program Acceptance

- A. Planned change
- B. The change process
- C. Motivation and strategies for change
- D. Barriers to change
- E. Causes of failure

V. Program Planning

- A. Problem-focused assessment
- B. Cost-benefit analysis
- C. Establishing program goals and objectives
- D. Estimating resource needs

VI. Program Implementation

- A. Gaining acceptance
- B. Specifying program tasks
- C. Establishing program management system
- D. Monitoring the implementation process
- E. Planning for maintenance

VII. Program Evaluation

A. Nature of evaluation
B. Structure and process of program evaluation
C. Evaluation designs
D. Data collection techniques
E. Dissemination and utilization of evaluation results

PROCEDURES, TECHNIQUES AND METHODS

1. Lecture/discussion
2. Group discussions and activities
3. Case analyses
4. Use of audiovisual material

BASIC REQUIREMENTS

1. Major research project
2. Class presentation based on research project
3. Mid-term and final examinations
4. Class participation

TEXTBOOKS

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Dignan, Mark and Carr, Patricia, Introduction to Program Planning, Philadelphia: Lea and Febiger, 1981.

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Franklin, J.L. and Throsler, T.H., An Introduction to Program Evaluation. New York: John Wiley and Sons, 1976.

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Glaser, E.M. and Backer, T.E., "A Clinical Approach to Program Evaluation," Evaluation, 1 (1972), 54-59.

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Green, L.W., "Determining the impact and effectiveness of health education as it relates to federal policy," Health Education Monographs, 6:28 (Suppl. 1), 1978.

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Kissick, W.: "Health Policy Directions for the 1970's," New England Journal of Medicine, 282:1343, June 11, 1970.

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Lippitt, R., Watson, T. and Westley, B., The Dynamics of Planned Change. New York: Harcourt, Brace and World, Inc., 1958.

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Paul, B.D. (ed.), Health, Culture and Community. New York: Russell Sage, 1955.

Perlman, R. and Gurin, A., Community Organization and Social Planning. New York: John Wiley and Council on Social Work Education, 1972.

Poplin, D., Communities: A Survey of Theories and Methods of Research. New York: Macmillan, 1972.

Promoting Health, Preventing Disease: Objectives for the Nation, Washington, D.C.: Public Health Service, U.S. Department of Health and Human Services, 1980.

Riecken, H.W. and Boruch, R.F. (eds.), Social Experimentation: Method for Planning and Evaluating Social Intervention, New York: Academic Press, 1974.

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Sze, W.C. and Hopps T.G., Evaluation and Accountability in Human Service Programs. Cambridge, MA: Schenkman Books, 1974.

Warden, J.W., Planning or Process. In Planning & Assessment in Community Education. Edited by H.T. Burbach and L.E. Decker. Midland, MI: Pendell, 1977.

Watson, G., Resistance to change. American Behavioral Scientist, 14:446, 1971.

Weiss, C.H., Evaluation Research: Mehtods of Assessing Program Effectiveness. Englewood Cliffs: Prentice-Hall, 1972.

White, K.L., and Henderson, M.M., Epidemiology as a Fundamental Science: Its Uses in Health Services Planning, Administration, and Evaluation. New York: Oxford University Press, Inc., 1976.

Young, K.M., The Basic Steps of Planning. Charlottesville, VA: Community Collaborators, 1978.

Professor Greg Crosby
Marylhurst College

SOCIAL NETWORK THERAPY
(SOCIOLOGY 395)

COURSE OVERVIEW

5 credits

Formal and informal networks play an important part in our mental health. The field of social network therapy provides strategies on how to more effectively intervene with social support systems. This course will examine the structure/function of networks, discuss intervention strategies with networks and how to better use networking within human service.

REQUIRED TEXTS

1. Natural Helping Networks: A Strategy for Prevention by Alice Collins and Diane Pancoast. Published by National Association of Social Workers, 1976.

   Cost app. $6.50 (paper)

   Address: NASW
   1425 H Street, N.W.
   Washington, D.C. 20005

2. Understanding Social Networks by Lambert Maguire. Sage Publishers, 1983.

   Cost app. $8.95 (paper)

   Address: Sage Publishers
   275 South Beverly Drive
   Beverly Hills, CA 90212

3. Networking Families in Crisis by Uri Rueveni. Human Science Press, 1978.

   Cost: $19.95 (hardback)

   Address: Human Science Press
   72 Fifth Avenue
   New York, N.Y. 10011

COURSE OUTLINE

I. Introduction to Social Networks

A. Examine formal and informal networks
B. Assess the influence of biological aspects, intrapsychic forces, family dynamics, ethnicity and socio-economic status on social networks
C. Understand the positive and negative effects that social networks have on:

1. Stress
2. Health and illness
3. Marriage
4. Personal difficulties

D. Learn how social networks can be used to help individuals, groups, neighbors, and the community

II. Social Network Therapy

A. Understand five strategies in network therapy
B. Delineate typical stages in the network therapy process
C. Understand the relationship of network strategies and stages to presenting problems and the treatment context
D. Learn how to perform a network analysis and family genogram

III. Helping Networks and Human Services

A. Learn how to link formal and informal helping networks
B. Examine costs and consequences of networking within helping networks and human services
C. Understand the organizational and neighborhood contexts in networking
D. Learn about various network interventions that have occured across the United States

READING LIST

Barnes, J.A. Social Networks. Reading, MA: Addison-Wesley, 1972.

Bott, E. Family and Social Networks (2nd ed.). London: Tavistock, 1971.

Gottlieb, B. Social Networks and Social Support. Beverly Hills: Sage, 1981.

Gottlieb, B. Social Support Strategies Guidelines for Mental Health Practice. Beverly Hills: Sage, 1983.

Pattison, E. (ed.). Clinical Applications of Social Network Theory. New York: Human Science Press, 1982.

Ruevani, U., Speck, R. and S. Speck, (eds.). Therapeutic Intervention: Healing Strategies and Human Systems. New York: Human Science Press, 1982.

Speck, R. and C. Attneave. Family Networks. New York: Pantheon Books, 1973.

Dr. James Laue
University of Missouri-St. Louis

THEORY AND PRACTICE OF COMMUNITY CONFLICT INTERVENTION (SOCIOLOGY 468)

COURSE DESCRIPTION

Analysis and simulated practice in intervention in community disputes, with major emphasis on development of intervention concepts and skills, among them policy formation, power, racism, change, mediation, conciliation, arbitration, and advocacy. Development and application of a typology of intervention roles. Pre-requisite: consent of instructor.

The seminar will focus on several topics and activities of special interest to the participants: (a) the dynamics of conflict and its relationship to reconciliation, justice, and social change; (b) the relationship of nonviolent direct action and other forms of protest to conflict resolution; (c) conflict at a variety of system levels (interpersonal, organizational, neighborhood, community, national, international); and (d) approaches to training in conflict skills.

REQUIREMENTS

1. Seminar attendance, and participaton which gives evidence of ability to apply the concepts of community conflict intervention to cases, lectures, class discussions, and simulations.

2. A major paper, of publishable quality and not to exceed 25 pages, analyzing intervention in a conflict situation with which the student is familiar.

3. A proposal for the paper, several pages in length, which addresses the topic, relevance of the readings to the topic, research methods, data needed, production timetable, etc.

4. A critique of one of the books listed on the next page, using the Laue-Cormick framework or some other theoretical/ethical approach, approximately 5 pages. The critiques will be distributed among all seminar participants, and serve as a basis for class discussion.

READINGS

Required: (reading and critique of one of the following)

Duke, James T., Conflict and Power in Social Life (Brigham Young, 1976).

Goldmann, Robert B. (ed.), Roundtable Justice: Case Studies in Conflict Resolution (Westview, 1980).

Gulliver, P.H., Disputes and Negotiations: A Cross-Cultural Perspective (Academic Press, 1979).

Kriesberg, Louis, Social Conflicts (Prentice-Hall, 1982 -- second edition).

Schellenberg, James A., The Science of Conflict (Oxford, 1982).

Wehr, Paul, Conflict Regulation (Westview, 1979).

Zartman, William, The Negotiation Process: Theories and Applications (Sage, 1978).

Required:

Laue, James and Gerald Cormick, "The Ethics of Intervention in Community Disputes," pp. 205-32 in Bermant, et al;, The Ethics of Social Intervention (Halsted-Wiley, 1978).

Laue, James, "Conflict Intervention," chapter 4 in Marvin Olsen and Michael Micklin (ed.), Handbook of Applied Sociology (Praeger, 1981).

Other:

Gordon Bermant, Herbert Kelman, and Donald Warwick (ed.), The Ethics of Social Intervention (Halsted-Wiley, 1978).

It is expected that students will have access to Bermant, et al, through the library or through sharing arrangements. Work also will be assigned according to students' fields and interests in such periodicals as the Journal of Conflict Resolution, Journal of Intergroup Relations, Peace and Change, Social Problems, Journal of Social Issues, Crime and Delinquency, and in Congressional testimony, pamphlets and other materials available from the instructor.

COURSE OUTLINE AND TOPICS

	Topics	Assignments
Session 1	Introduction to the Seminar	Begin Laue & Cormick (1978) & Laue (1981)
Session 2	The Framework: Power, Conflict, & Social Change	Begin reading selected work(s) on conflict (see required readings above)
Session 3	A Theory of Community Conflict Intervention and a Typology of Intervention Roles.	
Session 4	Student Presentatons of Paper Proposals	Paper proposals due
Session 5	Simulation on Strategies: The Rainbow Park Land Dispute	
Session 6	Analysis of Intervention Roles and Skills: Activist, Advocate, Mediator, Researcher, Enforcer	Critique due
Session 7	Applications: Schools, Prisons, Environment	Ford Foundation pamphlet
Session 8	Simulations and training presented by instructor and participants	
Session 9	Application to public policy formation: The Negotiated Investment Strategy in American Cities	NIS materials
Session 10	U.S. Peace Academy: Commission, Politics, Curriculum, Legislative Future	Student Papers due. Peace Academy Commission Campaign, & Foundation materials

	Topics	Assignments
Session 11	Presentation of Student Papers (and/or other special interests of students)	
Session 12	Presentation of Student Papers (and/or other special interests of students)	

Dr. Arthur Shostak
Drexel University

FUTURING

WHY

Because a clinical sociologist should have a sound grasp of the range of policy options, social inventions, and technological possibilities studied by professional futurists. Because a clinical sociologist is expected by clients to have a better-than-average grasp of unfolding trends and scenarios of significance. Because a clinical sociologist can contribute to the body of ideas and literature in futuristics.

HOW

By mixing in the course the elements of lecture, demonstration, class research project, site visits, guest lecturers, multi-media material, and the like.

EXERCISES

Begin by asking the students to prepare a newspaper headline and lead paragraph for their birthdate at 10-year intervals forward for their life expectancy.

Next, have them write their obituaries, at some length and in detail.

Then, have them visit local museums and art galleries to do brief essays on the future of that medium - to counterbalance the propensity to focus on hardware.

Next, have them prepare a DELPHI SURVEY exercise, and administer it to classmates - to get experience with this most popular of methodologies.

Finally, have each student do a field research report on a future topic of keen personal interest. Then, circulate the papers (or video tapes, photo collections, etc.) among other students.

Throughout the semester, of course, have each student clip relevant newspaper and magazine stories to use as part of class discussion material.

READING RESOURCES

I find students especially buoyed by the engaging optimism of Megatrends by John Naisbitt, Warner, 1984. A nice counterbalance, in terms of scholarship and multiple viewpoints can be found in Seven Tomorrows by Paul Hawken, et al., Bantam, 1983.

Indispensible are the monthly issues of:

The Futurist (available from the World Future Society, 4926 St. Elmo Avenue, Bethesda, MD 20814);

World Future Society Bulletin (same address as above);

Global Futures Digest (available from 22 College Street, Suite 107, Toronto, Canada, M5G1K2);

John Naisbitt's Trend Letter (available from the Naisbitt Group, 1011 30th Street, N.W., Washington, D.C. 20007);

Future Survey (available from World Future Society, 4916 St. Elmo Avenue, Bethesda, MD 20814).

As well, students will want to scan recent issues of Technological Forecasting and Social Change, Investors Bulletin, Futures, Social Indicators Research, Knowledge, and Fortune.

Naturally, students will want to explore classic works in this genre by H.D. Wells, Arthur D. Clarke, Robert Heinlin, Alvin Toffler, Daniel Bell, Buckminister Fuller, Hazel Henderson, Barbara Hubbard, Daniel Yankelovich, Peter Drucker, Jonathan Schell, Richard A. Falk, and William Irvin Thompson.

Especially deserving of clinical sociologists are such games as:

Options for the Future, by Thomas E. Jones, (Praeger, 1980);

The Coming Boom, by Herman Kahn, (Simon and Schuster, 1982);

Post-Affluent America, by Gary Gappert, (Franklin Watts, 1979);

2081, by Gerald K. O'Neill, (Simon and Schuster, 1983);

America II, by Richard Louv, (Jeremy P. Tarcher, 1983).

Happily, better and better publications are available almost monthly, and students will never lack for sound and mind-stretching material.

P.S.

Emphasis must be placed on the distinct methodologies such as

trend monitoring, long-range projections, impact evaluations, imagineering, scenario building, computer modeling, and change strategies such as force field analysis

along with distinct literature components such as

science fiction, utopias, and movement "blueprints."

Professor Ray Kirshak
The American University

DESIGNED FOR Introductory Sociology students

OBJECTIVE Fulfill field experience requirement of introductory sociology course by observing and reporting on selected professional meetings

REPORT SAMPLE FOR COMMENT ON CHRONOLOGY OF EVENTS

Profile of Group Characteristics

1. Topic: "Life-Work Planning"
   American Society for Training and Development monthly meeting
   Place where meeting is held
   Time of meeting
   Date of meeting

2. A count of the group showed 100 women and 50 men. (2 to 1 ratio of women to men.)

3. The average age of participants appeared to be 40 to 50 years old. (I checked this by asking a few people their age.)

4. Most of the women wore business clothes. The same can be said for the men.

5. Most of the people I met introduced themselves according to the type of organization that they represented. Guests had different colored name tags from regular members.

6. The group was comprised predominantly of white people.

7. Almost everyone I met talked either about teaching or research.

Comment continued.

1. I met John Smith who is Director of Human Resources for the ABA corporation. The ABA corporation is a 10 year old company based in Gaithersburg, Maryland. ABA produces components for computer systems. John Smith and I talked about "Life-Work Planning" as a means of facilitating the career development of technical

workers at the ABA corporation. Mr. Smith said that ABA employees were leaving the company prior to the implementation of a "Life-Work Planning" program. Now that the program is in full swing there are less employees leaving the ABA corporation. I gained a lot of information from my contact with John Smith.

2. John Smith and I ate lunch with several other people. Although I don't recall the names of each person, I do remember that one is an economist, the other a training specialist, another a management consultant and one Professor of Management from George Washington University. We all exchanged greetings as we identified ourselves and had very light conversation over lunch. Everyone seemed to have something very positive to say.

3. Dr. Tim Jones' keynote speech on "Life-Work Planning" was very enlightening. Dr. Jones said a number of things that I had not even thought of before. For example, he said that:

    1. "Life-Work Planning helps prevent employee career crises.

    2. 75% of the people who have taken part in L-WP have stayed with the same company longer than they would have.

    3. Companies with L-WP programs are more profitable than companies without them."

    I feel that my exposure to presentations such as this one has changed my thinking and has helped me to gain direction in my life.

4. Sally Roberts from Georgetown University Career Counseling Center and I talked about what Dr. Tim Jones had to say. We asked Dr. Jones about how he conducted the research that compares companies with Life-Work Planning programs to those without them. He said that he conducted nation-wide surveys of 50 companies of various sizes involved with the L-WP system. His surveys reveal that 90% of those companies with L-WP programs have higher profit margins per dollar expended than those which have not taken part in L-WP programs. I tend to agree with Sally Roberts that Dr. Jones' presentation was very effective, his facts were organized and he did very well in the delivery of those facts to the audience.

5. After the meeting I met Professor Goff from the Business School at George Washington University. Professor Goff had some very insightful comments regarding the presentation by Dr. Tim Jones. Professor Goff said that Dr. Jones had ignored the fact that companies who took part in L-WP programs were older, more established companies with higher profit margins. This, according to Professor Goff, may account for differences in profits between those companies that took part in L-WP and those that did not.

Applying Social Meaning To My Experience

I would like to take a conflict view of my experience at the A.S.T.D. Monthly Meeting on "Life-Work Planning." My observation of the characteristics of the group that I took part in are that most group members seemed to be business consultants who are marketing themselves and attended the meeting as a way of attracting more business. Not all people agreed with Dr. Tim Jones' view of Life-Work Planning. For example, Professor Goff took another view of the situation. However, Professor Goff's view may be influenced by the fact that he appears to be an idealist and a research purist whose views are influenced by his position as a tenured university faculty member. Dr. Tim Jones' view of L-WP is shaped by his research and business experiences on the cutting edge of the management consulting business. The contrasting views of Professor Goff and Dr. Jones on the value of Life-Work Planning systems reflect their position in the social order while they take part in the struggle to produce knowledge. (Light, Donald, Jr., and Suzanne Keller, Sociology, Third Edition, New York: Knopf, 1982, pp. 104.)

Dr. Jan Fritz
Georgetown University

DESIGNED FOR Use in Introductory Sociology class in which many students are not from the University's city and need shared community experiences

OBJECTIVES
Increase observational and reporting powers
Learn a new part of the city
Experience the benefits and problems of group work
Give an opportunity for creative expression
Compare differences in parts of city
Compare reasons groups choose to study only certain parts of the city

GROUP PROJECT: CITY LIGHTS

1. Group responsibility

   Get a map of this city
   Decide on a territory and divide it up (choose a new area, not one in which the university is located)

2. Individual responsibility

   Walk your area twice (the first time do not talk and concentrate on the sounds, sights and smells)
   Turn in a diagram of your area and a cover sheet (includes name, class time, group number, date and time (from ... to ...) walked, area covered, additional source of information, etc.)
   Look up key point (or points) in unassigned areas of text that help explain what you've seen (your choice from chapters on urban life, politics, etc.)

3. Group responsibility

   Discuss individual reactions from walking tour
   Discuss key points that explain what you've seen
   Turn in a two page outline (with explanatory comments) of (1) what the group decided is/are the one or two key points and (2) the group's reaction to what was seen, read and/or heard about your area

Turn in identifying information with the above: group number, class time and signatures of members who took part in group meeting (only members who have completed individual responsibilities are to take part in the group meeting)

Prepare a "visual representation" (not a map) - it may be abstract or representative, it must have some degree of complexity - of your group's impression of the section of the city "studied" by your group (Note: a collage is unacceptable.)

Prepare to discuss your visual representation and the point or points that help explain it

The first few minutes of class time may be used to assemble your "representation' but the real preparation should take place outside of class

Due Dates

Individual and group reports: _____

Class presentations: _____

Time limit for class presentation: _____

Dr. Jan Fritz
Georgetown University

DESIGNED FOR Introductory Sociology students who have had limited exposure to people from a variety of backgrounds.

OBJECTIVES
- Experience the pleasures and problems of interviewing
- Learn about a particular job and its constraints
- Learn why certain categories of people were interviewed more frequently than others

WORKING: AN INDIVIDUAL PROFILE

There are many occupations which you have never realistically considered for yourself as either short-term or long-term jobs or occupations. Some possible examples: bank president, circus performer, stall cleaner at a horse farm, mercenary, etc.

Contact someone of your own choosing who has a job or occupation that you never really considered for yourself. (You are not allowed to choose someone who works on campus or someone who is simply easy to contact--such as your parent's friend or your neighbor. Courage up. Go out and discover someone new.)

In your report - in outline form - please give the following information:

1. Position held by informant (title and a very brief description of position)
2. Date and time (from -- to --) of interview
3. Reason(s) why you had not previously considered this position as a possibility for yourself
4. How you located the informant
5. Background information about the informant (sex, age, education, training, social class, etc.)
6. Informant's feelings about the position
7. Your decision about how much control the informant's position has over her/his life

Individual report. Your report must be typed and is due no later than _____. Please put your name, class meeting time and group number on your individual report. Please keep a copy of your report so that you may recall what you have written.

Group report. Your group is to meet once before _____. Each group member should discuss her/his occupational profile at that meeting. Each group should decide which one profile is the group's most complete and interesting piece of work.

A group report should be submitted by _____. The group report should not be typed. The report should include: 1) the name of the member whose work has been selected as the most complete and interesting; 2) the reason(s) why you considered the work to be interesting and 3) the signatures of the group members who have taken part in the group meeting.

Please indicate on the group report the time the class meets and your group number.

Dr. John Glass
Antioch University

DESIGNED FOR Use with Organization Theory and Design course.

HOW TO WRITE AND PRESENT A CASE ANALYSES

(This material may be freely copied and distributed for instructional purposes.)

Cases present to the student a description of an actual business situation that normally requires analysis and a set of recommendations. These guidelines are intended to help you write your paper as though a real manager has requested the analysis and proposals. Since this type of writing is somewhat different in purpose than other writing you may do, it requires the special instructions given below.

Recommended Format

1. Cover Letter or Memorandum. In one or two paragraphs indicate what the report is, why it is being submitted, and what sort of follow-up is expected. Do not get into the details of the problem or the proposal, except to indicate what the problem area is.

2. Summary. A one-page summary of the main points of your proposal should precede your report. This permits the manager to understand what you will be saying later. It also allows him or her to get the central ideas even if insufficient time is available upon receipt. It may keep your report from bieng buried under numerous others. An effectively written Summary may well be the only reason for a busy executive to read the rest of your report.

3. The Report Itself. The report itself should begin with an introduction, contain a main section, and end with a conclusion. The introduction should tell the reader what you are going to say, the main section should say it, and the conclusion should tell the reader what you have said. No new material should be presented in your conclusions. Your intent is not to hold the reader in suspense or build to a climax. Your sole purpose is to inform.

   The body of the report should be developed logically, and you are free to decide upon the order in which

you present material. However, your report should include two things at the minimum. The proposal itself must be stated in specific and clear terms, and you must support your proposals. The depth of your analysis may be limited by space requirements, but you must provide the reader with some explanation of why your proposal would work or why it is better than other possible solutions. If more support is subsequently requested by the reader, you have probably made a favorable initial impact with your report.

4. Supplementary Material. If your proposal calls for extensive reorganization, clear illustration of those changes should be provided in charts and other material such as job descriptions. Research works cited in the writing of the paper should appear at the end. Be sure that complete reference citations are made, including full author names, article or book title, journal name (if applicable), publisher (if book), and date of publication. Any consistent and complete format is acceptable.

Writing Effectively

Many people are abominable writers. Although basic writing skills are developed in grade school, there are many ways to improve your writing now. The key is taking the time necessary to write well. Professional writers do not simply sit down and type out their ideas. They go through four clear phases: Pre-writing, Writing, Re-writing, and Polishing. Pre-writing is thinking, organizing and outlining what you want to say. Writing is putting down the ideas in your best language. Re-writing entails a thorough reading and changing of the first draft to achieve continuity of ideas and better expression of them. Polishing involves final editing, checking for spelling and grammatical errors, typing and proofreading. All four phases are essential for effective written presentation of your ideas, and all take considerable time.

Below are some recommendations that may help you to become a better writer, especially of management reports.

*Use only words that have a clear meaning.

*Do not create verbs from other word forms. For example, "to orientate" is not a word; "to orient" is correct. Also, "optimalize" should be "optimize."

*Avoid unnecessary jargon where possible.

*Examine every sentence you write for correctness and meaning.

*Examine every paragraph to be certain that you have developed a central idea and that effective transitions between paragraphs exist.

*Search for better ways of expressing a difficult idea.

Your writing does not have to be literary, amusing, entertaining, or scholarly. It exists for one purpose: To inform the reader of your recommendations for a case problem. Every part of the paper should contribute to this objective. Good writers know what to leave out as well as what to include.

Communication can be immeasurably enhanced with visual aids, but poor construction of figures or illustrations can obscure your ideas. Include only one or two central ideas in an illustration; do not make them too complex. Label everything, especially axes on a graph! Refer to each visual aid in your text at the moment you want to direct the reader's attention to it. If possible, use color and interesting graphics. Don't avoid humor, as often it makes the point better than more serious presentations.

Oral Presentations of Reports

Frequently, a manager will ask the writer of a report to present his or her ideas orally to a larger group of personnel. Doing this has the same objective as a written report: to inform the listener or reader. However, the skills required are somewhat different. Some specific suggestions are as follows:

*Organize! Tell your listeners what topics will be covered, and tell them when you move from one topic to the next.

*Use visual aids whenever pssible. Avoid handing out material to group members unless you can direct their use of it closely (as with a questionnaire).

*Do not read your report. Know what it says and speak from notes.

*Time your presentation before the meeting. Inexperienced speakers almost always use too much

time. It is far better to have time left over than to hurry at the end to finish.

*Highlight the main points so that all listeners will know them. Often, listeners drift off and may not catch all of your arguments. Do your best to keep their attention and reiterate major points.

*Be conscious of your manner of presentation. Do not vander aimlessly around the room, stand on one leg, or shift your feet. In a short presentation, you should maintain erect posture, stand still, and deliver your message. You, of course, may move to the chalk board to illustrate or use other visual aids as necessary.

*Think beforehand about how you are going to manage the illustrations you will present. Plan, for example, your use of chalk board space and where you will hang charts, etc.

Few people are very effective at giving oral presentations, but it is a skill upon which everyone can improve - with practice.

Conclusions

There is no question that communicaton, written and oral, has received less emphasis in schools over the past ten years. Communication technology over the same period has advanced considerably. We now rely upon computers, telephones, and television for much of our information and less upon individual abilities to communicate. However, success and advancement in any organization still accrue to those individuals who can communicate effectively. The guides above, when combined with practice, should help you to become a more effective communicator of your ideas.

Dr. Ronald Lippitt
Practitioner and Emeritus Professor

DESIGNED FOR Courses and workshops in organizational development and small group dynamics

OBJECTIVE Assess leadership styles

LEADERSHIP STYLE QUESTIONNAIRE

Directions: For each of the ten statements below, three possible attitudes or positions are listed which you are to score as follows:

Score 3 on the position you would be most likely to take on the statement.

Score 2 on the position you would be next most likely to take on the statement.

Score 1 on the position you would be least likely to take on the statement.

1. The leader of a meeting should...

____ (A) Focus his/her attention on the agenda (either written or hidden).
____ (B) Focus it on each person's feelings, so as to help them express their emotional reactions to the issues.
____ (C) Focus it on the different positions members take, and the ways they deal with each other.

2. As a primary aim, the leader should...

____ (A) Establish a group climate in which learning and accomplishment can take place.
____ (B) Operate his/her organization efficiently.
____ (C) Help members of his/her organization "find themselves" as members of that group.

3. When strong disagreement occurs between a group leader and a member, the former should...

____ (A) Listen to the member and try to ascertain whether he/she misunderstood the task.
____ (B) Try to get other members of the group to express themselves in order to involve them in the issue.

____ (C) Support the person for presenting his/her views.

4. In evaluating a group member's performance, the leader should...

____ (A) Involve the whole group in setting the goals and in evaluating the performance of individual members.
____ (B) Try to make an objective assessment of each person's accomplishments and effectiveness.
____ (C) Allow each person to become involved in setting his/her own goals and performance standards.

5. When two members of the group get into an argument, the leader should...

____ (A) Help them deal with their feelings as a means of resolving the argument.
____ (B) Encourage other members to help resolve it.
____ (C) Allow some time for the expression of both sides, but keep the discussion related to the task and subject matter at hand.

6. The best way to motivate someone who is not performing up to his/her ability is to...

____ (A) Point out the importance of the job and his/her role in it.
___ (B) Try to get to know him/her better so as to understand the reason for the performance.
____ (C) Show him/her that his/her lack of motivation is adversely affecting other members of the group.

7. In judging a person's performance, the most important element to consider is...

____ (A) His/her technical skills.
____ (B) His/her ability to get along with peers and to help others learn and achieve.
____ (C) His/her success in meeting the goals he/she has set for himself/herself.

8. In dealing with minority group issues, a leader should...

____ (A) Deal with such issues if they threaten to disturb the atmosphere of the group.

____ (B) Be sure that all group members understand the history of racial and ethnic minorities in the country and in the community.

____ (C) Help each member to understand his/her own attitudes toward persons of other races and cultures.

9. As a goal, the leader should...

____ (A) Make sure that all members in the group have a solid foundation of knowledge and skills that will help them become effective and productive workers.

____ (B) Help members to work effectively in groups, to use the group resources, and to understand their relationships with one another.

___ (C) Help each person accept responsibility for his/her own education and personal effectiveness, thereby taking the first step in realizing his/her potential as a person.

10. The trouble with leadership responsibilities is that they...

____ (A) Make it difficult to attend to all necessary details.

____ (B) Keep a leader from getting to know well his/her group members as individual persons.

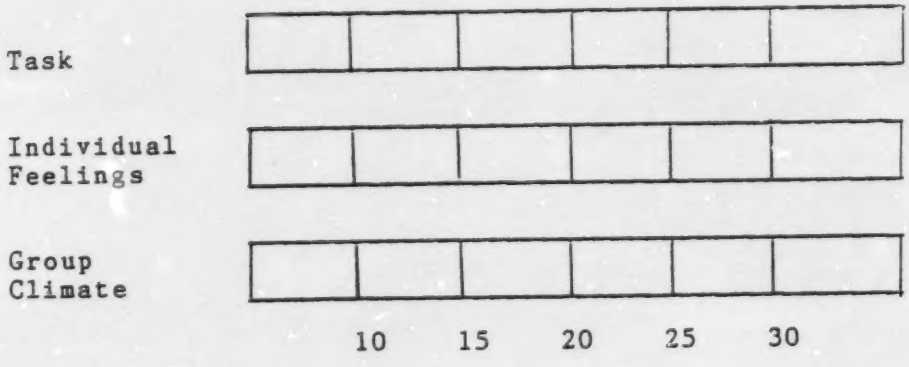
____ (C) Make it difficult for a leader to remain aware of the intellectual climate of the group.

Name _____

SCORESHEET

Scoring Columns

Statement	Task	Feelings	Climate
1.	(A) _____	(B) _____	(C) _____
2.	(A) _____	(B) _____	(C) _____
3.	(A) _____	(B) _____	(C) _____
4.	(A) _____	(B) _____	(C) _____
5.	(A) _____	(B) _____	(C) _____
6.	(A) _____	(B) _____	(C) _____
7.	(A) _____	(B) _____	(C) _____
8.	(A) _____	(B) _____	(C) _____
9.	(A) _____	(B) _____	(C) _____
10.	(A) _____	(B) _____	(C) _____
	Total _____	Total _____	Total _____



Dr. Ronald Lippitt
Practitioner and Emeritus Professor

DESIGNED FOR Courses and workshops in organizational development and small group dynamics

OBJECTIVES Practice and analysis of successful action

AGENDA FLOW FOR REALITY PRACTICE EXERCISE

1. Form a practice trio and find a comfortable space to interact without being too close to another trio.
2. Decide who is going to be the first Practicer (Pr).
3. Pr selects a confrontation or attitude which he/she wants to practice dealing with.
4. Pr selects one of two trio-mates to take the role of Confronter (Con), or gets one of them to volunteer.
5. The third person will have the important dual jobs of Observer (Ob) and Facilitator.
6. Practicer briefs Confronter as to the situation in which the interaction will take place and who the Confronter is in the back home situation (e.g., what job or role, what relationship to Pr, what general attitudes), not too much detail, just enough to give them the feel of the role.
7. The Ob/Facilitator starts the action (e.g., "O.K., it's 10 a.m. in his office, you are just walking in to try to get his involvement".)
8. The Observer watches the interaction, "How does Pr respond to the confrontation? What effect on Con? In what direction is the interaction going?
9. Ob cuts the action very soon, as soon as you can see the way things are developing.
10. Ob leads de-briefing, asking Pr how she/he felt interaction was going, asking Con how she/he reacted, then share your own observations.
11. Now Ob leads a Brainstorm of all three on all the alternative ways of reacting to the confrontation that they can think of. Pr jots these suggestions down as preparation for re-try.

12. Now Pr reflects on the different ideas and decides what to try.

13. Ob starts the action as before and lets the new try unfold.

14. Ob cuts again very soon, and leads discussion of what happened and changes from first try.

15. Now start over--second Pr announces which confrontation she/he wants to practice coping with--and repeat practice procedure.

*Finish the Practice Session by summarizing for report-out:

A. What principles of successful action you discussed/clarified.
B. What traps to successful action you identified.

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DESIGNED FOR Use with Planning and Evaluation of Health Programs course.

CASE EXAMPLE IN EVALUATION

Introduction

A. Problem to be solved

The problem to be solved is a lack of teamwork within the staff of a community hospice program. The program is based on a home-care hospice design. The hospice contracts with the local Visiting Nurse Association to provide nursing services. It has a part-time Medical Director, a physician who is a specialist in oncology. They also have arrangements for 3 back-up hospice beds at each of the 2 community hospitals.

The program, in operation for the past 18 months, appeared to be running smoothly until approximately 4 months ago. At that time, open bickering among various staff members began, and the problem has intensified to open hostility on some levels. Other related problems include a high rate of absenteeism, a large number of complaints made to the director by staff members and impatience with hospice patients and their families. In fact, patients and family members have begun making complaints about the negative interactions of the hospice team.

B. Target population

The target populatin includes all members of the hospice staff, including the hospice director (a master's prepared nurse), the part-time medical director, the volunteer coordinator (full time), the patient services coordinator (full time), a part-time social worker, and part-time Protestant minister, the full time secretary and the volunteers. Additionally, the visiting nurses are seen as part of the staff since their services are contracted for.

Each of the staff members has expressed a lack of trust for other staff members. Each feels that other staff members are only concerned about their own segment of the program and care little about working toward comprehensive services for the terminal patient and his or her family.

The hospice director has not been able to resolve staff conflict, is feeling ineffective and is considering resigning. She has discussed the problem with her Board of Directors and has been authorized to get outside consultation and help with this problem.

C. Your task

You are members of the consulting firm hired to help resolve the problems of the hospice program. You are familiar with the hospice program and its design since you helped with the planning process 2 years ago. You have met several of the staff members, including the director, and you know the community well.

How will you proceed with your consultation and intervention? Specifically:

1. What will be the goals of your intervention?

2. What positive factors and what constraints do you envision about this assignment?

3. What will be your objectives?

4. What methods will you use?

5. How will you evaluate your intervention program?

   a. What evaluation design will you use?
   b. What instruments will need to be developed?
   c. How and when will you collect data?

6. How much time (in weeks or months) do you estimate it will take to resolve this problem?

Suggested Solution to Case Example

1. Suggested goals

   a. To increase staff cooperation so as to have a more positive impact on clients;
   b. Educate staff members re role definitions of various team members;
   c. Educate team members re relationship between teamwork and productivity;
   d. Educate team re impact of poor staff relations on clients and staff.

2. Positive factors

   a. Support of director and board;
   b. Familiar with program and community;

   Constraints

   a. Heavy case load;
   b. Large variety of health professionals with different levels of commitment.

3. Objectives

   a. Reduce rate of absenteeism by __%
   b. Attitude survey shows a __% increase in satisfaction with role in program;
   c. Attitude survey shows a __% increase in satisfaction re interactions of staff;
   d. __% fewer complaints to director;
   e. Eliminate (or reduce) complaints from clients.

4. Methods

   a. In-service education
   b. Self-study
   c. Role-playing
   d. Printed materials and films

5. Evaluation

   a. Process and outcome
   b. Attitude survey scale
   c. Before beginning and when finished/attitude survey, interview

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DESIGNED FOR Use with Theory and Practice of Conflict Intervention course.

CASE Community Conflict, Community Development and Social Planning

BACKGROUND

The major players in this simulation take the roles of five full-time employees of the Community Extension Division (CED) of the state university of an Appalachian mountain state. Each holds the title of "Community Development Specialist." The Division has worked for years with various communities and rural areas throughout the state bringing agricultural and commercial innovations, technical assistance of many kinds, and consultation on a wide range of community development and planning problems.

The time is early December, 1974. Since September, a controversy has been raging in the state's largest city and state capital, Charlesberg, over several series of textbooks used in language arts and social studies curricula in grades K-12 in the Charlesberg School District.

After an extended negotiation between the Charlesberg office of the Community Extension Division and local officials, the Mayor and chairman of the School board have asked the CED to send a team of Community Development Specialists to the city "to assist in developing long-range solutions to the school book controversy that will serve the best interests of all the citizens of Charlesberg and Coal County." (Quoted from the formal letter of request for services from the Mayor and School Board chairman). The team has the Governor's blessing. The Director of the Division has chosen five persons from his staff, and has held one extended briefing session with them. All of team members are from

Note: While this description draws heavily on the textbook controversy in Charleston, West Virginia in 1974, it is not intended as a direct factual representation of the situation or the actors involved there.

the state. Two are from Charlesberg, and another is from Mineshaft Hollow in the county. One of the Charlesberg natives is black; all the rest are white. The white Charlesbergian has been designated chairperson of the team.

THE SETTING, ISSUES AND PARTIES

SETTING. Charlesberg has a population of 75,000, eighteen percent of whom are nonwhite. Charlesberg is part of Coal County, population 232,000, eight percent of whom are nonwhite. Many coal and steel companies are based in the city and county. The median family income in the county is $6,200 annually for whites and $4,100 for nonwhites. Salaries in Charlesberg are much higher than in the county; some corporate executives and professionals make $75,000 or more.

Most employed males in the county outside of the city of Charlesberg work in the coal mines or in related industries, or on small farms. Many persons in the city work in similar jobs. Relatively few women work.

There are great differences between the city of Charlesberg and the surrounding rural and small town areas in the hollows--in income, in religious practices (fundamentalist sects including snake-handlers and speakers-in-tongues are predominant in the out-county areas), in level of education, in attitudes toward social issues, in politicl participation (many fewer persons in out-county areas vote).

School districts in the state are county-wide. In Charlesberg there is a five-person school board, two of whom could be classed as "moderate" on issues of race, curriculum and the like, two "conservative" and one "far right". A list of approved textbooks for all grades K through 12 is issued by the State Department of Education each year, and the books adopted by the county are selected from that list by a district-wide committee of five teachers.

ISSUES. Since September, a group of parents has been protesting the use of certain textbooks in elementary and secondary schools in the district, charging that they are unpatriotic, anti-Christian, unwholesome and depressing. Sex education also is a pressing issue; the "far right" member of the school board was elected two years ago on an anti-sex education platform.

Some parents have picketed schools. A student boycott has kept as many as 30 percent of the school population out, some of whom stayed away because of their parents' fears of violence. Urban attendance remains high; some out-county schools had virtually no students in them during some days in October. Attendance now is almost back to normal, although several hundred students have been withdrawn from public schools and enrolled in private "Christian Schools" set up in local churches. There has been sporadic violence, including sniping at empty school buses, and bombings at the school superintendent's offices and at some schools. Marches in downtown Charlesberg have drawn as many as 3,000 persons; there have been frequent rallies.

Early in the fall, several textbook series under attack were removed from the schools for a "cooling-off period." A month ago the School Board voted 4-1, (a) to return the books to the schools, (b) to keep them in the school libraries, (c) to require signed permission from a parent for students to check out the books, and (d) to establish a parents advisory committee to work with the textbook selection committee of the teachers. The four points were arrived at in a series of private meetings involving 15-20 persons (including all the important parties to the dispute except the "far right" school board member, who refused to attend), chaired by the United Methodist Bishop of the state, whose offices are in Charlesberg.

Rallies and some picketing and marches continue, with as many as 2,000 participants. Violence has subsided. The "Christian Schools" are struggling to get under way.

PARTIES. 1. Anti-book protesters, consisting of several thousand persons who have participated in some public display of their displeasure. Most of them are from three of four small communities up the hollows and the surrounding rural areas.

2. Leaders of the protest: The "far right" school board member (a 45-year-old woman, wife of a minister); four part-time fundamentalist ministers who, when employed, work at such jobs as truck driving and roofing; a representative of the League for Decency in School Books from Orange County, California (money is being solicited via containers in motel and hotel rooms in southern California under the slogan "Stand Up for God in Charlesberg"); several "moderate" parents and citizens who have formed their own textbook review committee and are setting up the "Christian Schools."

3. The School Board members, as described above.

4. School superintendent, a 40-year-old, Ph.D.-bearing native of a midwestern state who has been in the position for three years. He has been a target of the protest leaders as an "outsider".

5. The teachers, as represented in the Coal County Teachers Association.

6. The Bishop.

7. The NAACP, which has threatened to file suits against the protestors and the School Board for denial of education to black students.

8. The Chamber of Commerce, Board of Realtors, Bar Association and other civic groups in the city and county who, a month ago, issued a statement calling for compliance with state textbook laws, and an end to violent tactics.

9. School, city and county law enforcement officials.

10. The Governor.

11. Other, peripheral groups, such as the local Episcopal clergy, who issued a statement supporting the textbooks and the superintendent early in the dispute.

FURTHER DETAILS AVAILABLE IN CLASS DISCUSSION

THE IMMEDIATE SITUATION AND TASK

The team will be leaving for Charlesberg tomorrow for an indefinte stay. In 30 to 45 minutes you must meet, as a team, with the CED Director for your final briefing session. Before the briefing, you should develop your goals and strategies for the consultation in Charlesberg. Among your considerations should be:

-- What do you believe are the most important underlying issues in the dispute?

-- What are your overall goals for the consultation?

-- What else do you need to know about the situation? How will you find out?

-- What do you need to do before you go?

-- With which groups and individuals do you expect to work?

-- What will you do during the first three days you are in Charlesberg?

SELECTED REFERENCES

Alinsky, Saul D.
1934 A sociological technique in clinical criminology. Pp. 167-178 in Proceedings of the Sixty-Fourth Annual Congress of the American Prison Association. Houston. September: 17-21.

Alinsky was a staff sociologist and a member of the classification board at the Illinois State Penitentiary-Joliet. He discusses here the sociological interviewing technique he developed based on his earlier work with Chicago delinquents.

Billson, Janet Mancini (Ed.)
1984 Clinical Sociology Review. Volume II. New York: General Hall Press.

The second volume of the Clinical Sociology Association journal includes a symposium on Saul Alinsky. Also included in the volume: Alfred McClung Lee's "Overcoming Barriers to Clinical Sociology," Gary Voelkl and Kenneth Colburn's "Clinical Sociology and Family Therapy" and David Kallen's "Clinical Sociology and Adolescent Medicine."

Black, Clifford M. and Richard Enos
1982 Cultural relativity as a counseling paradigm in clinical sociology: A theory and case studies. Humanity and Society. 6(February):58-73.

This article presents three case studies of individual counseling by a clinical sociologist and a consulting social worker. The paradigm which underlies this counseling is cultural sociology or cultural relativity. Specific reasons for selecting this paradigm for use by clinical sociologists are that it represents one of the original goals of sociology; it is consistent with three important orientations of clinical sociology; and it has been tested in practice and found to be viable.

Cohen, Harry
1981 Connections: Understanding Social Relationships. Ames, Iowa: Iowa State University Press.

Each chapter focuses on one of the following sociology theories: symbolic interaction; exchange; dramaturgy; conflict; labelling; and structural functionalism. The meaning, main points and concepts of each perspective are presented. Then each chapter shows how these perspectives can be used to better research and/or understand and analyze and/or improve social life in any of its aspects. As the title specifies, an aim is to show how each concept, each perspective and every area of life connect, in a holistic way, and how to enter the relationships of life to better understand and live with self and others.

Disch, Estelle
1979 Integration in a two-career person: Sociological psychotherapy and psychological sociology. New England Sociologist. 1/2(Spring):13-19.

The author has been both a sociologist and psychotherapist for the past ten years. She had felt like a marginal professional but with the help of time and experience, she now has more clarity about why she and her professional colleagues saw her as a marginal, non-committed person rather than as one with interdisciplinary skills. The author discusses how the combination of fields has strenthened her teaching, research and clinical work.

Dunham, H. Warren
1964 Anomie and mental disorder. Pp. 128-157 in Marshall B. Clinard (ed.), Anomie and Deviant Behavior. New York: Free Press of Glencoe.

This chapter examines the various possibilities that the linkage of anomie with mental disorder has for adding to our knowledge concerning the etiology of mental disorder. In a section entitled "Clinical Sociology and Personality Vulnerability," the author says that if "we ever are to develop more adequate explanations of the 'how and why' of deviant behavior it will be necessary to develop the field of clinical sociology."

Franklin, Billy J.
1979 Clinical sociology: The sociologist as practitioner. Psychology, A Quarterly Journal of Human Behavior. 16/3(Fall):51-56.

A historical review of American sociology reveals a recurrent action emphasis which rises and falls in response to major historical events. The concept of clinical sociology was introduced more than forty-five years ago but the field has never materialized as a thrust within the discipline. Some factors responsible for the failure of an emergence of clinical sociology are explored as are some of the consequences of that failure.

Fritz, Jan M.
Forthcoming The Clinical Sociology Handbook. New York: Garland Publishing Company.

This reference volume in clinical sociology includes a history of the field, an annotated bibliography for publications and presentations from 1931-81 and information about the Clinical Sociology Association and its activities. Many of the publications mentioned in this volume are available as part of the National Collection of Materials in Clinical Sociology located at Lauinger Library, Georgetown University, Washington, D.C.

Fritz, Jan M. (ed.)
1982 Clinical Sociology Review. Volume I.

This annual issue shows the richness and diversity of this emerging field. The symposium on the origins and development of the field of clinical sociology includes Louis Wirth's classic and articles by H. Warren Dunham (1972) and Jonathan Freedman (1980). Introductory remarks by John Glass and Jan Fritz put the three articles into perspective. Roger Straus writes about his social behavioral approach to counseling, Harvey Greisman outlines a method for reducing a bureaucratic structure and C. Goerge Benello discusses his experiences developing democratically organized self-managed businesses. Mike Martin, a philosopher, discusses whether clinical sociologists are justified in accepting an employer's goals and guidelines in proceeding with their work. Elliott Jaques has been engaged in consultancy research for over thirty years. He writes here about the relationship between theory and practice. The teaching section features articles by Brian Sherman and Thomas Rice.

Glass, John F. and Jan M. Fritz
1981 Comments on "Clinical Applications of Sociology in Health Care." The Journal of Applied Behavioral Science. 17/3:350-353.

Two past Presidents of the Clinical Sociology Association respond to Barry Glassner's "Clinical Applications of Sociology in Health Care."

Glassner, Barry
1981 Clinical applications of sociology in health care. The Journal of Applied Behavioral Science. 17/3:330-346.

The prospects and problems for clinical applications of sociology in health care are proposed. The paper concludes with a critical appraisal of clinical sociology at its current level of development. The basic goal is to indicate an agenda for sociologists working in health care.

Glassner, Barry and Jonathan Freedman
1979 Clinical Sociology. New York: Longman.

Clinical sociology is defined here as the application of a variety of critically applied practices which attempt sociological diagnosis and treatment of groups and group members in communities. This book is designed to introduce prospective therapists and clients to he types of diagnoses and therapies currently available and those awaiting development.

Lee, Alfred McClung
1944 Sociology, clinical. P. 303 in H.P. Fairchild (ed.) Dictionary of Sociology. New York: Philosophical Library.

The first formal definition of the topic to appear in a dictionary.

Lee, Alfred McClung
1979 The services of clinical sociology. American Behavioral Scientist. 23/3(March-April):487-512.

This article reviews the backgrounds of clinical microsociology and macrosociology and their nature as exemplified by a few outstanding practitioners. The

article concludes that sociological scientists who wish to continue to function as creative contributors to their discipline do not sell or knowingly give their services to those whose activities they diagnose as antisocial. A long-term professional career in clinical sociology can only be an ethical one, ethical in the sense of serving humane goals.

Schwartz, Charlotte Green
1978 Clinical sociology-Qualitative sociology as practice in everyday life. New England Sociologist. 1/1(Fall):4-12.

The author is a clinical sociologist in a psychiatric service of a large educational institution. Her work involves: 1) the development of programs aimed at establishing self-help groups; 2) the creation of social networks, tailored to the needs of this particular community; 3) consultation with her immediate boss, the psychiatric staff, other members of the Medical Department, including the Director, and other members of the institution; and 4) direct encounters with persons referred by practitioners for help in solving practical life problems.

Straus, Roger A. (ed.)
1979 Special issue on clinical sociology. American Behavioral Scientist. 22/4 (March/April).

This issue presents both theoretical discussions and role models for clinical sociological practice. It covers the range of interests and approaches being taken by contemporary sociological practitioners.

Forthcoming Using Sociology: An Introduction from the Clinical Perspective. New York: General Hall Press.

This book project was initiated by the Board of the Clinical Sociology Association. The ten chapter book covers the basic themes and topics dealt with by standard introductory sociology texts. In addition, each chapter discusses intervention. Arthur Shostak, for example, contributes a chapter on social change organized around the problem of how we can survive as a species and as a society. Thomas Rice writes about social policy and Jan Fritz discusses working with communities. Harry Cohen offers a chapter on how the introductory-level student can begin to use sociology in her or his own life. The

book is designed to be used as a basic or companion volume in introductory sociology, social problems, clinical sociology or applied sociology courses.

Swan, L. Alex
1984 The Practice of Clinical Sociology and Sociotherapy. Cambridge, MA: Schenkman Publishing Company.

Swan argues for the liberation of marital and family therapy from individualistic and medical models. He uses Grounded-Encounter Therapy as a sociodiagnostic approach to practice.

Wirth, Louis
1931 Clinical sociology. American Journal of Sociology. 37:49-66. Reprinted in the 1982 issue of the Clinical Sociology Review. I:7-22.

This is the first article to appear with clinical sociology in its title. It is as timely today as when it was written 50 years ago. The paper makes a strong case for the significant role that sociologists can and did play in the study, diagnosis and treatment of personality disorders. Wirth saw the roles of researcher and practitioner as equally valid and envisioned that both practitioner and scientist would benefit from the emergence of clinical sociology.

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AUTHOR INDEX

This is an index of the teachers whose course materials have been included in this volume, as well as the sources we have cited in our introductory section and annotated bibliography. We have not indexed citations that are part of the course outlines.

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